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EDITOR RICHARD COOTES

This three-part series is designed especially for CSE courses. The aim is to foster a more structured and systematic approach to the study of society than is customary at this level. The series is compatible with most existing social studies courses, since social scientific concepts and perspectives are brought to bear upon popular topics and long-standing problems. The area for detailed study is contemporary Britain, but substantial references to other societies and to global issues are made where appropriate. The text throughout is stimulating and clear. All the books contain suggestions for written work, discussion and research.

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His resignation, exactly a year after he took on the job, is in line, he says, with a private agreement he made with Mr Mulley when he was appointed, that he would stay for a year only. Civilian private secretaries are unpaid and, yet, are subject to more constraint than back bench MPs.

Mr Price wants to return to the back benches, where he will have more freedom to revert to his previous work as a journalist, writing about education as well as other subjects.

Mrs Ann Taylor, MP for Bolton West, takes over, as, PPS, to Mr Mulley.

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Longman

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UDREY SEGAL,
Editor, Which
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\$50M at stake

The projected staff numbers, both teachers and ancillaries. The figures for the total teacher force are for February, 1976, when they were up to 1976-75. Paper, only expected to remain 75, while they were 78-78. This was despite a slight fall in the school population, but it meant an improvement in the teacher: pupil ratio.

No figures were given for the school population for subsequent years in which the school population was to fall faster than it now is. It is inevitable that there will be a fall in the number of teachers, and the question must be asked whether it will come faster than 79-80.

Most of the speculation about the likely further effects of the decision to reduce expenditure on teaching staff, and indeed

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Mulley gets new PPS



Lolly time: schoolgirls cool off between matches at Wimbledon.

University pleads: 'stop college-poly merger'

Warwick University are to appeal to Mr Gerald Fowler, Minister of State overseeing higher education, to overrule proposals by Coventry City Council to merge Coventry College of Education and Lanchester Polytechnic.

The university decided to act after the council had voted by a majority of three to drop plans to merge the college with the university in favour of a polytechnic merger.

The vote on party political lines was 27 to 24. Conservatives supported the university merger while the ruling Labour Party supported a polytechnic link.

The university said later that the council's decision "flies in the face of the views of the four teacher organisations in Coventry, the students, the academic staff, the academic board and governing body of the college as well as the university's committee for education".

"If the Secretary of State accepts the city council's recommendation, it will mean the end of a unique relationship between a college of

education and a university extending over 10 years.

"Our collaboration across the binary line has led to the introduction of innovative courses at the initial teacher training level and a joint degree in mathematics and mathematics teaching which is unique in the country in giving an honours degree and a teaching certificate within three years."

Warwick also warn that teachers qualifying at the college in future will no longer be able to receive Warwick degrees since the polytechnic will take teacher training courses to the CNA.

"If it is the wish of all sides to produce a solution to the college's future which is best for teacher training", they say, "then despite the city council's recommendation, the university will continue to seek the opportunity of negotiations aimed at a merger between the college and the university."

Warwickshire and Solihull, the neighbouring local education authorities which have an interest in the college, are also opposed to a polytechnic-college merger.

Times Higher Educational Supplement

More apply from overseas

British universities are more popular than ever with overseas students—the number applying for places for October are 25 per cent up on last year, according to figures from the Universities Central Council on Admissions.

Nearly 20,000 overseas students applied for undergraduate places this year, a rise of about 4,000. Applications from home students also went up, but by only 6 per cent, to a total of 118,300.

The increase in the number of home students was expected. During the next six or seven years the number of young people aged 18 will be increasing fast.

The large rise in applications from abroad is harder to explain, but it will probably be reversed next year if the Government go ahead with plans for big increases in overseas students' fees.

The largest growth in applications was for engineering, business studies, accountancy, and social studies. There were smaller rises in applications for agriculture, veterinary science, biology, mathematics, chemistry, economics, geography, law, psychology, English and history.

But the number of candidates for medicine, sociology, pharmacy, architecture, physics, geology and West European languages remained much the same and applications for dentistry were down.

Fate of Tyndale still in the balance

by Mark Jackson

The Inner London Education Authority may not be able to rush through decisions on the future of William Tyndale junior school before the end of the school year.

The schools sub-committee has planned to decide on urgent and immediate matters, but leave full consideration of the inquiry's report for the Education Committee meeting in September, but that hinges on the inquiry report being available.

When this plan was announced last week, Sir Ashley Bramall, the ILEA leader, said he hoped that the report would be handed over by Mr Robin Auld, QC, by the end of June. But on Wednesday the report had not been received, and it is unlikely to be available for another week or so.

It will then have to be printed and distributed to the members of

the sub-committee, who will be with at most a fortnight—a good deal less—in which to consider the report.

Sir Ashley hopes that the committee will decide about the future of the school in time for parents to decide whether to send their children there in coming term; and announced that the authority keep some form of primary school on the site until the end of the school year.

The sub-committee will consider the question of disciplinary action if there should be any action involving the teachers, then any decision about the future of the school would have to await their result.

Peace while they wait

Meanwhile by the teaching unions' favourite yardstick, the pupils of William Tyndale Junior School now appear to be the most privileged in the country.

The 90 pupils left on the roll as parents and the Inner London Education Authority wait for the long-delayed report of Mr Robin Auld, QC's 14-week inquiry are being taught by a staff of 11, plus several part-timers. Three of them are supply teachers, but the rest are all permanent or divisional staff.

Mr Khirshin Kapel, an Indian graduate, came in as deputy head with the rest of the temporary staff last October for what the authority assured them would be around three weeks. He took over as temporary acting head when the head under whom he was serving decided at the end of last term to return to his retirement.

Mr Kapel has set about his caretaker role vigorously. A member of the staff said this week: "He sees that the school runs in an orderly way, but does not impose any style on us—some have much tradition, but in other classes the children are encouraged to make their own decisions more effectively than they ever have been. The point is that he is straightforward and the parents respect him."

Classroom walls and corridors are now covered with children's creative work. But wherever they may be, the discipline in the school is the discipline which impresses many parents. "It's a proper school like the one we went to," said Mr Michael Rixon. "There's no question of the children checking the teachers."

Mrs Muriel Landy, a helper in the school said: "Children aren't allowed to wander around. My son is at his desk working unless he gets

permission to leave it." Her band added: "You could tell we think of Mr Kapel by the way he got at the school play a couple of weeks ago."

Both families have children to leave Tyndale infants this year. They have obtained places for in other junior schools which regard as options to be used if some permanent staff return. Mrs Rixon says she will send child to the other school if there is a firm announcement for the school holidays that it is not coming back.

Only 22 children have moved out of the school since the moving out of the district school Tyndale junior cannot keep up next year with more than 10 pupils which the ILEA manages as the bare minimum of viability.

Most of the parents agree due for transfer have much to say about the school. Mr Brian Jackson and Mr Richard Blake (now at Shetler), declined to comment this week on his reasons for leaving other than to say that he had two books to write.

Mr Midwinter, who took over at ACE in May 1974 from an uneasy triumvirate of Mr Midwinter, Mr Brian Jackson and Mr Richard Blake (now at Shetler), declined to comment this week on his reasons for leaving other than to say that he had two books to write.

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Now that Mr Midwinter has moved from the Liverpool education authority to London to join Mr Young at the Consumer Council, he will be able to communicate to ACE's Cambridge headquarters and once again be embroiled in the centre's affairs. He said this week that until his appointment had been formally approved by the ACE council he could say nothing about the future.

But one thing is certain: ACE will be a difficult ship to steer. One of the main reasons for Mr Midwinter's departure is understood to be the frustrations that have arisen in the school since Mr Young took over. ACE, along with all other voluntary organisations, has been forced to impose a new set of rules on its members.

According to a member of the council, Mr Hipkin believed ACE's original objective of providing a consumer advisory service could just as effectively be fulfilled in this indirect way as in any other now open to them. This became an issue of principle, however. ACE notoriously agonize over their small and overwhelmingly middle-class membership (subscribers to



Eric Midwinter (left): coming back; John Hipkin (right): leaving after two years.

ACE in stormy waters as director and chairman resign

by Frances Stadlen

The two leading figures of the Advisory Centre for Education have both resigned. They are the director, Mr John Hipkin, and the chairman, Mr Eric Midwinter.

Mr Eric Midwinter, project director at the National Consumer Council, has been invited to take over the chairmanship from Mr Young. No successor has yet been found for Mr Hipkin, who leaves after only two years as director. Mr Hipkin gave the news of his resignation this week, but Mr Young's departure will not be formally announced until Monday.

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At the same time, the cost of consulting ACE's advisory service has become—on a time—astronomical. A former staff member said this week: "It has got completely out of hand. The service is virtually moribund." It was clear from the moment he arrived that Mr Hipkin's major task would be to keep ACE afloat.

Mr Young and other council members confirmed this week that he had succeeded in doing this—but at a price. "When an organization has to contract, it has to decide priorities and someone has to get hurt", one member observed.

ACE staff, an intense, tightly knit, poorly paid group, have not, it appears, reacted well to being asked to cut back their various projects. "They've always been accustomed to carrying on blithely with very little concern for money", according to a former member of staff.

The restraints which Mr Hipkin was forced to impose have not been the only point at issue. Ironically, one of his money-making ideas has caused as much trouble. Since its arrival, ACE have run a series of successful, well-attended and profitable short courses for teachers, in-service training for older teachers, deputies and heads too old to have had the right training for managing, organizing or time-scheduling large comprehensives. ACE have cornered a market here because most local education authorities lack the money to run courses like these.

WHERE are called members), and the fact that the council represent no one at all. Compared with other educational consumer groups, ACE have virtually no base.

Last year, with the support of all concerned—the council, Mr Hipkin and the staff—there was an attempt to make the organisation more democratic. *WHERE* readers were asked to let the centre know their views, perhaps by electing local representatives to the council, like the Confederation for the Advancement of State Education's members.

Any move, therefore, like the introduction of teachers' courses, however profitable, was bound to alarm those who still cling to ACE's early evangelism. There were plenty of organizations for teachers and hardly any for parents, they complained.

Mr Hipkin, anxious about the width of his powers as director, had no means of knowing what the support for his policies might be. Although negotiations are going ahead smoothly for the first of the long-awaited joint projects with citizens advice bureaux, he is as far as possible from knowing what the ACE staff for area not necessarily those which generate the most money.

Despite their success, some council and staff members also had doubts about the financial logic of continuing to run teachers' courses when ILEA were everywhere threatening to cut back grants for all such courses. On his side, Mr Hipkin can claim there has been no sign yet of applications falling off. ACE have always been prone to in-fighting and personality clashes, and Mr Hipkin has not been free of them himself. The situation he inherited, however, was far from enviable. One council member went so far as to say this week that "he never stood a chance".

There were three so-called directors running ACE before him, and in effect three directors means no directors. It was also some time before it was possible for anyone to get it understood that Brian Jackson was not still there.

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Drink and disruption now facts of school life

The disruptive pupil is now a fact in every teacher's life although the causes behind the deterioration in the behaviour of children have little to do with schools and a lot to do with outside influences, says a book published this week.

The Disruptive Pupil in the Secondary School blames drink, the permissive society, the new status of the adolescent outside school and RSLA.

Drink is a new problem, it says. Because children can buy it easily in supermarkets and are encouraged to do so in advertisements, 14-year-olds are turning up at school in the afternoon in a drunken state.

They are affected by the fact that violent protest is now acceptable, by the increased permissiveness of the society, especially in sexual morality, and by the portrayal of violence in books and films.

While the adolescent has risen to near parity with adults outside school, inside he remains in a secondary position.

Ms Kay Parry, a teacher at Brockworth Comprehensive and a contributor to the book, describes two kinds of disruptive child. First, the classical disruptor who lacks attention and security and will use every ploy within his grasp to get the attention he is seeking. He sees any punishment he gets for bad behaviour as a reward and, therefore, increases his bad behaviour in the hope of getting more attention.

The answer, she says, is to give the child the attention he seeks but in a controlled, secure situation. The intelligent disruptor, on the other hand, merely wants to

dominate. Having successfully dominated home and classroom, he tries to dominate the teacher. At first the child will offer assistance and be most cooperative. Gradually the relationship grows and starts to alter subtly and suddenly the teacher may find himself being taken over and organized.

This must be dealt with immediately and, if necessary, severely at a high level before it gets out of control. Boredom is, however, usually the root of the trouble and it might be useful to send the child in a local technical college for half a day a week to give him more motivation.

The book, which contains contributions from a number of educationists, suggests a variety of cures for disruption. Bernard Baxter, of Langbenton High School, says his school "does not believe that the traditional sanctions—beating, idling essays and nonsensical 'lines'—have any relevance to the problems of adolescence in our time".

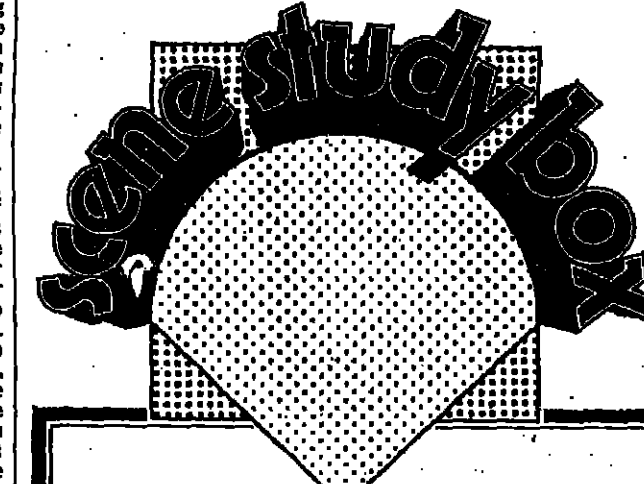
Mr Clive Jones-Davies, one of the editors and an assistant education officer in Cleveland, says the responsibility must continue to lie with the school, and the emphasis must be on rehabilitation within the school setting.

"Problems cannot be overcame and a successful adjustment achieved if the child is removed from the environment within which the problem originated."

Additional staff should be appointed to schools to enable a more generous allocation of staff time to children who are causing disruption.

The Disruptive Pupil in the Secondary School, Edited by Clive Jones-Davies and Ronald G. Cave. Ward Lock Educational, £1.95.

BBC School Television 1976-7



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Scene has won the British Academy Film and Television award for educational television in 1975 and 1976.

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BBC

"Liberty and Rebellion" is a battle cry to stir the hearts of the most disillusioned radical. Its ringing tone exactly catches that blend of abstract ideal with the prospect of releasing aggression that the young at certain points in history have found irresistible. "Liberty and Rebellion" was painted on the banners of boys in defiance of their headmaster.

? What noble cause, what genuine grievance, what affront to human dignity provoked this fine, heart-catching slogan? Who would not march with these brave young men demanding—surely—a more liberal regime, a school council with elected representatives, the abolition of uniform?

Not one for one, for the boys in rebellion were Harvardians rebelling in 1808 against Dr Bache's refusal to allow his monitors to log. The liberty for which the boys were prepared to rebel was the right to trash their school authorities. Like most English rebellions it was designed to protect privileges not abolish them.

The age of rebellion in the older public schools, that is roughly 1770 to 1820, is a mine of information about and insight into the confrontation between the young and the authorities. It is also a useful corrective to those who believe that the youthful revolt is always on the side of enlightenment and that the hand of the authorities is always set against reform.

The first rebellions occurred in the oldest public school, Winchester. There had been a minor rebellion at Eton in 1288, provoked

typically—by the headmaster's refusal to allow preceptors to punish lower boys for going out of bounds. But it was during the long and turbulent rule of Dr Wharton at Winchester that the age of rebellions began in earnest.

Wharton had to face four, in 1770, 1774, 1778 and 1793. The first three were not too serious for the eighteenth century (though I shudder to think what the media would do with them in the twentieth century)—only a few dangerous weapons among the boys, the odd brace of pistols, an occasional local worthy shot in the leg, not much to write home about.

But in 1793, the Great Rebellion proved quite beyond Dr Wharton's ability to control. The rebellion was provoked by a minor incident, handled with a pupilism and lack of finesse that would have done credit to a vice-chancellor in the 1960s. The warden got on his high horse, the headmaster told the hissing boys they had been "metamorphosed into serpents" and left it at that.

Much encouraged by this display of adult weakness, masquerading as authority, the boys barricaded themselves in the school house, the Red Chapel of Liberty and armed themselves with swords, bludgeons and paving stones. The authorities were forced to climb down and grant a general amnesty, which the warden immediately attempted to circumvent. He demanded a public apology. The boys said they would rather resign.

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placing gunpowder under the room in which they were meeting. Rugby, Westminster, Shrewsbury and Charterhouse were all rocked by similar upheavals. Rugby called in the troops, Shrewsbury expelled the ringleaders so promptly the rebellion never got under way. Dr Smith, the headmaster of Westminster, believed in an even more rapid response. When the leader of the rebellion—Francis Burdett—stepped forward to present the boys' demands, Smith struck him on the head with a heavy wooden club.

When Burdett recovered consciousness, he was told to pack his bags. By the 1820s, the rebellious spirit was beginning to be channelled into primitive forms of organized sport. When Wellington said that Waterloo had been won on the playing fields of Eton, he was not of course referring to football and cricket but to the violent and riotous life before such sports were introduced. Organized sport, like public examinations and pastoral care, is one of those devices conceived by school authorities to tame the sting out of the natural rebellion of the young.

On the question of the prefects' right to flog the junior boys, the authorities were even more cunning. They realized that any further attempt to curtail the privileges of the prefects would provoke revolt so they evaded the issue by endorsing the prefects' powers and persuaded the prefects to work for the establishment.

This attitude manoeuvre is usually thought of as enlightened reform but it was really just a question of "if you can't beat them, get them to join you". The senior boys

wanted power, the masters had to have it on the condition the juniors were used to control the juniors. This example of realpolitik was later dignified by the concept of leadership and more recently by the concept of service. The rebels would not have understood the latter and they would certainly not have understood the idea of good leadership. Democracy is a modern idea, not one to be introduced to primary years. At the very least, managers, is not just the word of a junior, but of a senior. ILEA are committed to present only until the end of the school year.

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According to a member of the council, Mr Hipkin believed ACE's original objective of providing a consumer advisory service could just as effectively be fulfilled in this indirect way as in any other now open to them. This became an issue of principle, however. ACE notoriously agonize over their small and overwhelmingly middle-class membership (subscribers to

ACE used to be able to live off the profits of its magazine *WHERE*, now 60p a copy. But, according to one council member, these profits are being eroded as printing costs have soared and subscriptions fallen off.

At the same time, the cost of consulting ACE's advisory service has become—on a time—astronomical. A former staff member said this week: "It has got completely out of hand. The service is virtually moribund." It was clear from the moment he arrived that Mr Hipkin's major task would be to keep ACE afloat.

Mr Young and other council members confirmed this week that he had succeeded in doing this—but at a price. "When an organization has to contract, it has to decide priorities and someone has to get hurt", one member observed.

ACE staff, an intense, tightly knit, poorly paid group, have not, it appears, reacted well to being asked to cut back their various projects. "They've always been accustomed to carrying on blithely with very little concern for money", according to a former member of staff.

The restraints which Mr Hipkin was forced to impose have not been the only point at issue. Ironically, one of his money-making ideas has caused as much trouble. Since its arrival, ACE have run a series of successful, well-attended and profitable short courses for teachers, in-service training for older teachers, deputies and heads too old to have had the right training for managing, organizing or time-scheduling large comprehensives. ACE have cornered a market here because

No kinks in the Tory line

by Philip Venning

The Shadow Cabinet are to meet on Monday to discuss the results of a year-long exercise aimed at updating and rethinking Tory education policy.

The exercise, instigated by Mr Norman St John-Stevens, Shadow Education Secretary, has been the most thorough and detailed policy review undertaken by the Conservatives when in opposition. But there are no signs of any really dramatic changes of direction.

Other parts of Conservative policy have been under a similar scrutiny and the results will form the basis of the next Conservative manifesto. Mrs Margaret Thatcher is expected to make a statement about the results of the policy review in time for the party conference in October.

The education proposals were worked out at a meeting of the Conservative Education Committee this week. The committee met to consider the reports of several specialist sub-committees, which were set up to look at different aspects of policy.

Miss Janet Fookes, MP, has been chairman of a group looking at standards and discipline in schools; Dr Keith Hampson's group has been concerned with further and higher education; Mr Anthony Steen's with youth; Dr Rhodes Boyson's with education; Sir George Sinclair's with the parents' charter; Lady Howe's with nursery and primary education; and Lord Elton's with colleges of education.

Other committees have been looking at aspects of the arts. Most of them have been made up of members of Parliament and senior Tory figures, such as Lord Boyle. But the further and higher education committee included outsiders such as a vice-chancellor and a polytechnic director.

All of them have been looking at the broader issues of policy rather than at detailed costs. But all

had a general brief to find ways to improve standards in education and without increasing public spending. But though they accept that public spending on education is likely to be strictly limited, they do not believe it should be cut.

If the exercise is a success, it is likely to be repeated next year. New topics for consideration will include religious and sex education, art education, and the future of some bodies like the Schools Council and the Inner London Education Authority.

One of the important questions the education committee is believed to have discussed is whether the educational voucher should become part of official party policy. Though the voucher's most active supporters are Tories, it is still regarded with some suspicion by the mainstream of the party.

In all probability the new policy will merely acknowledge the existence of the voucher scheme and give its blessing to experiments such as the one being considered by Kent.

In further and higher education there are strong hints of a shift of emphasis in favour of part-time education and, in particular, adult education. The aim of the policy will be to make better use of the post-school system, and one area likely to be considered is the better coordination of public sector higher education.

A grants committee for advanced further education, which would allocate money to local authorities, is one of the options put forward. This, in turn, suggests that for the time being, at least, the Tories are thinking of keeping the binary policy.

It also indicates that they are beginning to turn their attention to the whole of the further education service, including the 16 to 19

age group, which they have largely ignored in the past.

This was confirmed last Friday when Mr St John-Stevens told a meeting of the Association of Vice Principals in Technical Institutes in London that he was concerned that school leavers should be aware of the opportunities offered by further education. Full-time courses were a better alternative for jobless leavers than the 12-week courses promoted by the Training Services Agency.

One result of removing the financial burden of polytechnics from local authorities would be a greater local emphasis on sub-degree and vocational and technical training in further education. The new Institute of Higher Education would also develop sub-degree work and the Diploma of Higher Education.

He also called for a new drive to improve science education throughout the education system.

On schools there are no signs that the Tories have become any less determined to let grammar schools survive. Most of their efforts have been directed at finding ways of improving existing comprehensive and allowing the two systems to co-exist.

Serious consideration is being given to encouraging local authorities to operate comprehensive middle schools up to the age of 14 and then offer a choice of different types of school.

Other policies outlined in the October, 1974, manifesto—such as a parents' charter and national standards of reading, writing and arithmetic—have probably been kept and developed. A demand for a committee of inquiry into maths and science teaching, along the lines of the Bullock Committee, seems certain to be adopted as official policy.

Lord Alexander floats a four-stage system

The education system has changed much in the past 30 years that a new Education Act is now needed, Lord Alexander told the Association of Education Committees at Scarborough last week (full conference report page 11).

A memorandum outlining the scope of a new Act was sent by the Department of Education and Science last year. In it he proposed four separate stages of education: general or basic education covering compulsory education up to 16; further education for all 16 to 18-year-olds; higher education; and adult education including all non-advanced education for the over-18s.

"It is increasingly obvious that the sharp distinctions which have obtained between primary schools and secondary schools can no longer be sustained," he said in his memorandum. "There were substantial variations in the organization of schools from first-stage schools to tertiary colleges."

But differences in regulations for the five to 16 age group were no longer justified. "This in no way suggests that space provision or the planning of schools for every age group must be the same."

A new Education Act would have to envisage changes over the next two or three decades. Young people aged 16 to 18 should be given the right to full-time or part-time education or training in a wide range of technical and academic subjects.

This would include the possibility of further education colleges through all further education to be college-based. "In areas where middle schools with a transfer age of 13 or junior high schools with a transfer age of 14 have been established there would be good reasons for making provision for some aspects of further education in the schools and others in colleges of further education."

However, the range of educational opportunities which may be required for these age groups from 16 to 18-plus is wide and is an adequate number of students. It is to be undertaken on any terms. In areas, therefore, where further education is provided in schools and in colleges there need to be close working relationships between the institutions and coordinated planning of the educational programmes.

"The stage has been reached where the colleges of education, the polytechnics and the universities, together with certain colleges in specific fields, for example, art and music, which undertake work with young people between the ages of approximately 18 and 22 or 23, preparing them for professional life, should be recognised as an entity."

Higher education regulations should be applicable in all such cases. There remains the need for adult education. This sector work at present undertaken beyond the age of 16 and vocational courses for adults at any time during

life. Basic, further and adult education should normally be organized locally. But higher education should largely be planned regionally or nationally.

There should be a single authority for the planning of universities and technical colleges, and that authority would cooperate to avoid overlapping courses. There should be a national body to coordinate the work of the regional bodies and take some national decisions.

Because of the four stages of education, there should be a new Education Committee for the Community Relations Commission at a time of growing racial strife in schools.

The commission have now put forward a new educational policy and further education colleges are being set up to give more attention to areas of greatest need. The new policy is being drawn up by a CRC working party of chief education officers and is to be sent to the Secretary of State and the Home Office.

Their report was made public for the first time at a CRC conference in Bedford. Mr Kenneth Stooksbury, chief education officer for the Birmingham and member of the working party, said he hoped the report would alert the public to the critical need for a national multi-racial educational policy.

"We have made some fairly modest proposals. Only a minority of local authorities are involved in multi-racial education and so, although we have proposed a new system of funding, our suggestions would make little overall difference to the level of public expenditure on education."

He said a national policy with a central funding system, would mean greatly improved services for black communities. "Encourage local authorities to strengthen local resolve and resources to disadvantaged groups and offer positive discrimination to certain minority groups."

An urgent appeal for a national strategy to improve the education of black children was made by the Community Relations Commission at their conference last week. They are particularly concerned at the poor progress of black pupils in many of Britain's schools.

Reports by Jane Feinmann

The educational performance of black children, even those who are born and grow up here, is poor. The Community Relations Commission at a time of growing racial strife in schools.

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Race Commission plan a national strategy to help black pupils in need

The difficulties involved in teaching children of ethnic minorities have hardly started, Mr Eric Robinson, principal of Bradford College, told the conference.

In the United States there have been turmoil in multi-racial education for the past 25 years but few British teachers were aware of it. The great handicap of most teachers was their insularity—"teachers are much more conservative than we like to think".

Teacher training colleges shored up these traits. "Unlike most of higher education, these institutions have remained almost pure white. And the status quo has hardly been challenged. The one bright light in this field is that they are finally being forced out of their isolationism."

He said cultural pluralism in schools would come only when teachers accepted there were alternative ways of behaviour, alternative attitudes and alternative life styles.

If the new proposals are accepted, the funding arrangements would make little overall difference to the level of public expenditure on education. "Encourage local authorities to strengthen local resolve and resources to disadvantaged groups and offer positive discrimination to certain minority groups."

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Staff 'too conservative'

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West Indians fail to catch up, says researcher

Children of West Indian origin do less well at school than children of Asian immigrants and disadvantaged white children, and all the signs indicate that they are getting worse rather than better.

Mr Alan Little, director of the CRC reference and technical services was quoting from his own research into the performance of children of ethnic minorities in primary schools. He told the conference that while length of education in Britain was important in determining primary school progress, West Indian children who had been fully educated here were still doing less well than underprivileged white children.

Research had shown that Asian children, as a group, were beginning to catch up with indigenous groups, but West Indian children were getting worse, particularly in Inner London. The differences in achievements could be identified from a very early age and could largely be blamed on the poor provision available to working West Indian mothers. In the circumstances, it was wisest to take the pessimistic view that there would be growing under-achievement by West Indian children.

Mr Little said more resources were needed to fight this—but not simply "a richer variant of the same way of doing things". It was essential that people gave careful thought to how money should be spent.

"Good advice is one of the greatest resources there is. Yet the ILEA, who have 25 per cent of black pupils, have only one inspector of community relations and education. Such a response is trivial in comparison to the issue."

He said there was a critical need for early intervention, particularly to develop language.

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Staffing ratios stay the same as worsening racial tension

Only four education authorities in the big city areas expect a severe worsening of teacher-pupil ratios next year, say the Association of Metropolitan Authorities. They will be employing fewer teachers. Another five expect their ratios to worsen slightly.

Most of the other authorities expect their teacher-pupil ratios to remain unchanged because of the falling pupil population.

A questionnaire on teacher employment sent by the association to the 37 education authorities in the metropolitan areas revealed that the 41 who replied were between them to take on a few teachers next year, although the authorities will be cutting back the number they employ.

A working party from the Association of Metropolitan Authorities is studying ways in which local education authorities can employ more teachers within the available resources. They will report their findings to the Council of Local Education Authorities in the near future.

The annual guide to entry conditions for degree courses in the Kingdom universities was published this week. It lists all the undergraduate courses available and has a separate section on postgraduate study.

The guide also includes a description of all the universities and a summary of admission procedures for mature applicants.

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- Languages and reading for teachers of 11-16 year olds in the Secondary School
- Children of differing cultural backgrounds for all teachers

Full details of this course can be obtained from: Courses Officer, Advisory Centre for Education, 32 Trumpington Street, Cambridge. Tel. (0223) 51456. (C78/5)

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Republic of Ireland

Picket warning halts 'unqualified' plan

from our Dublin correspondent

DUBLIN
A threat that union pickets would be placed on a teacher training course to prevent the holding of a "crash course" for untrained primary teachers has brought about the postponement—and probably the cancellation—of a scheme which militant primary teachers saw as one of the greatest threats to their professional status to emerge in recent years.

Some 40 teachers had been chosen by the Department of Education to take part in the crash course, at the end of which they would—if successful—have emerged as fully recognised primary teachers.

Exactly who they were remains unknown, except to the Department, but it is generally known that they formed part of a group of 300 untrained teachers who were dismissed from the service last summer in order to make room for students leaving training college.

Employed on a temporary basis, they had in fact been dismissed almost every summer—and re-employed in the autumn if it emerged that the output from the training colleges did not meet the demand for teachers.

Last year, however, it was made clear to them that they would not be re-employed. One reason was the likelihood that there would, if anything, be over-production of newly trained teachers by the colleges. Another was the phasing-in of the three-year degree course for all new primary teachers, which widened the gap between the untrained and new entrants to the profession.

The decision, however, evoked a storm of protest, not least from rural members of parliament, and a substantial lobby was organized in favour of the dismissed teachers. Although they were relatively few in number, many of the teachers had been appointed to their temporary posts by the parish priests who were managers of the schools concerned: they could therefore call on a large amount of clerical support, and probably also parental support, in their areas.

Mr Richard Burke, Minister for Education, gave in with some re-



Mr Burke: reluctant agreement

luctance under this pressure and agreed to organize the eight-week course for 40 of the teachers who could satisfy his Department's inspectors as to their suitability.

At this point the Irish National Teachers' Organisation, which had remained quiet during the early stages of the controversy, was galvanized into taking action by the objections of younger and more militant members.

A counter-lobby was organized, culminating in the decision to picket the course if necessary. The Roman Catholic Bishop of Limerick, who is the manager of the training college where the course was to have been held, had already signalled his disquiet with the situation: the INTO action put it fully beyond the bounds of probability, as the Department of Education inspectors who would have taught on the course would almost certainly have declined to pass the pickets.

The Minister for Education's problems, however, are not yet over. The 40 teachers concerned are now arguing that as they had paid for the course—£240 each—the Minister is contractually bound to hold it and to accept them as teachers if they qualify at the end of it.

Italy

Legal decision may cut teacher rights

from Dalbert Hallenstein

ROME
A recent constitutional court decision has cast doubt on many of the teaching profession. The court ruled that the 1970 Workers' Statute cannot be automatically applied to civil servants, and therefore to teachers.

The statute redefined the professional regulation of teachers. Amongst other things, it ensured that teachers who were engaged in the right to strike, the guarantee not being dismissed without a reason ("valid" was defined in great detail), the right to equal pay between the sexes and the right to appeal to specially created courts within a time limit of months in the case of a dispute.

Numerous other rights are protected by the statute, but the most important is the immediate limitation for the settlement of disputes for the settlement of disputes. Disputes over wages, superannuation had dragged on for years. Often retired teachers received their lawful pension years, and it was not uncommon for a teacher to die before a decision was reached in court. School work disputes have been settled, proving the value of the statute.

Italy's teachers now find themselves virtually in the same position as before 1970. The court ruled that the judicial statute can only be applied to state employees. It suggested, however, that the statute should be incorporated into law by the State.

The teachers' unions have decided to incorporate the statute into the new three-year contract which they are currently drafting.

But whether the State will agree to its inclusion is still very much on the cards. The strength of the country's divided teachers' union, and the fact that they can patch up their differences before the signing of the contract.

Deadlock kills reform hopes

Following last week's election of a new government, hopes for fundamental reform of the Italian education system seem remote. The new government, headed by the Christian Democrats, has not yet announced any plans to change the system. The current system is based on a three-year primary school, followed by a three-year secondary school, and then a three-year university. The system is criticized for being too rigid and for not allowing enough flexibility for individual students.

And yet, if the Christian Democrats continue to do nothing to reform the system, the country's universities will continue to be overcrowded and the quality of education will continue to decline.

Although it is still too early to analyze the effect of the new government on the Italian education system, it is clear that the government's inaction is a major setback for those who hoped for a new era of educational reform.

In addition, two new legislative packages consisting of laws on the rights of young people, the Rights of the Child, and the Rights of the Adolescent, are being introduced. These laws are expected to have a significant impact on the education of young people in Italy.

THE TIMES EDUCATIONAL SUPPLEMENT 2.7.76

United States

Unions criticized for alienating parents

from Michael Binyon, North America Correspondent

WASHINGTON
A strong attack has been launched in one of America's leading academic journals on a fundamental principle of all the major teachers' unions here—collective bargaining in the negotiation of teachers' contracts.

The attack, in the current issue of the *Harvard Educational Review*, states that there has been a "meteoric rise" in teachers' unions in the past 15 years. While bargaining agreements in the early 1960s covered 208,000 teachers, and by 1973 this total had swelled to roughly 4,200 agreements covering 1,400,000 teachers, and the figures continue to grow.

Through collective bargaining teachers have sought to become active partners in a decision-making process once controlled by administrators and school boards. The range of issues open to negotiation has gone far beyond just wages and fringe benefits, and now includes broad educational policy.

The author of the attack, Charles Chang from Harvard University, said this raised the question whether a bilateral bargaining model based on private-sector labour experience was appropriate for public education. "I would contend that it is not," he says. "More and more educational policy matters are decided in the negotiating process by fewer and fewer people."

His main argument is that both sides now conduct their negotiations through specially engaged lawyers or bargaining agents, who are more and more removed from the actual experience of teaching.

Parents and the general community are less and less able to influence what is decided, and both unions and employers are equally opposed to letting them have a say. The unions—generally either the American Federation of Teachers or the National Education Association—have been very successful in their negotiations, but at the same time they have covered such topics as class

sizes, discipline, composition of textbook selection committees, in-service training, transfer policies, promotion procedures, curriculum, evaluation procedures, non-teaching duties, grading and the nature of new programmes.

But these attempts to bargain over general education policy have generated heated controversy and concern from public officials, scholars, labour-relations experts and community groups. "At stake," Chang says, is the power structure of American education. This was not always the case. In the 1960s when teachers were fighting against the urban educational establishment they were often helped by community groups and parents. But these links came under increasing strain, especially in New York where black parents were outraged at the union's demands to be allowed to exclude from class pupils labelled disruptive.

The decisive break came with the New York City teachers' strike in 1968, when the unions firmly opposed assertions by groups of parents that neighbourhood schools were "theirs", and that they should have control over who was hired, what they taught and what methods were used.

Since then parents have been virtually excluded from negotiations, and teachers' unions have turned more and more to professional bargaining agents. Mr Cheng suggests five possible reforms: first, encouraging unions and school boards to ask the community for its views on the formulation of their bargaining positions; second, establishing "multi-level" bargaining, so that supplementary agreements to the main contract are negotiated with regional and local school boards; third, allowing citizens to watch the negotiations in open bargaining sessions; fourth, granting community groups observer status and allowing observers to report to the public; and, finally, having multi-party negotiations in which a third force would be formally recognized at the bargaining table.



New York teachers' strike: clashes with parents.

'Live where you teach' ruling sparks court protests

WASHINGTON
A number of important court cases recently have confirmed a trend whereby teachers are being asked to live in the city where they teach.

In an effort to halt the flight of the middle classes to the suburbs, city centres and even large towns now require all public employees to live within the city boundaries. This has just been enforced in Washington DC in the case of the police and applies in many places to firemen on the reasonable grounds that they often need to get to work quickly. Now teachers are also being regulated in their choice of residence.

Some months ago a court in Cincinnati, Ohio, upheld a rule passed in 1972, which was challenged by the teachers' association on behalf of its members. The court found that the teachers' association had no standing to bring the case, and that the rule was a reasonable attempt to improve the quality of education by ensuring that teachers lived in the community they served.

The Supreme Court will probably hear the case in the autumn. The case touches on teachers' rights is coming up before the Supreme Court soon, this time concerning the right of maintained school teachers to send their own children to private schools. Three Mississippi teachers were dismissed four years ago after a local Board of Education made a rule forbidding teachers to send their children anywhere except to maintained schools. The teachers' children had been enrolled in a private all-white school, one of many set up in the south in the heyday of desegregation.

The teachers claimed that this violated their right under the First Amendment to the Constitution to associate freely. They said their right to choose a school for their children could not be curtailed simply because they worked for the state.

France

Colleges walk out over technology cuts

from William Farr

PARIS
Staff and students at the University Institutes of Technology (IUTs) stopped work for a day last week as term ended in protest against measures announced by M.ue Alfou Sanier-Solré, Secretary of State for Universities, for the next academic year.

The week previously 50 directors of IUTs had walked out of a meeting with the director general of higher education in Paris after he informed them that the teaching week would be cut from 32 to 25 hours and that 108 fewer teaching posts than asked for would be provided.

Teachers and students maintain that these measures threaten the quality of teaching and hence the value of the University Diploma of Technology (DUT) given to those who finished the courses successfully.

They also claim that collective agreements between industry and IUTs should recognize the DUT not just as a qualification for a specific professional job but as an entitlement to initial recruitment to middle level management posts.

The IUTs were started in 1966. There are now 66, each with a number of departments. They have a total capacity for around 55,000 students, but the actual enrolment this year is only 45,000; according to the seventh plan this should rise by 1980 to not fewer than 50,000 and might reach 60,000.

Premises and equipment are only used two-thirds of the time, and in many cases less than half that. The average national ratio of staff by department is supposed to be one teacher for 10 students but it actually ranges from one to three up to one to 15.

In 1974-75 20 out of 250 departments had one teacher to five students but there were 30 others that were understaffed. A basic feature of the IUTs is that one-third of the teaching should be given by professionals coming from industry and commerce so as to ensure that teaching is related to actual conditions, and a large amount of money is provided for this.

In fact, it has proved difficult to persuade people from outside to come to teach for several hours a week for two years—mainly because the most capable people have responsibilities which make this impossible.

The 66 IUTs provide a third type of higher education alongside the 75 universities—to one of which each IUT is attached—and the 154 grandes écoles, which stand apart from and above the universities.

The IUTs offer two-year courses of professional training to ensure those who get the diploma to get jobs as high level technicians and middle level management staffs in specific branches of industry and commerce.

Students who obtain the DUT do, in fact, find jobs more readily than those who leave universities after the first two-year general course. They can also, if they wish, transfer to a university to take a bachelor's and then doctor's degree. Employers recognize the value of the DUT but are not ready on the basis of it alone to recruit automatically to middle level management posts.

Denmark

'Alternative' training institute gets Government backing

from our Scandinavia Correspondent

STOCKHOLM
A college of education offering a radical alternative to traditional teacher education, including a year spent in industry and six months travelling the world in specially converted coaches, is to be allowed to continue for at least another four years.

Based at Tvind, a small village in north-west Jutland and built literally by teachers and students during the past five years, the college is to receive State support to recruit another batch of trainees to undertake the four-year course to replace the first group qualifying this summer.

In a close Parliamentary vote on continued support for the experiment survival was only assured due to the backing given to the minority Social Democrat Government and left-wing parties by the Christian Folk Party after an agreement that similar support would be extended to privately run religious schools.

As well as the college of education, there are other "free" schools at Tvind on the same campus, including a travelling folk high school (Den. folkehøjskole) catering for over 185 wanting further education with courses lasting nine and

17 months, an "after school" for 14 to 17-year-olds with classes for unemployed youngsters, and intensive courses for those wishing to gain university entrance or similar qualifications. The after school has 112 pupils and the high school 330 annually.

Ninety per cent of training costs at Tvind will be met by the Government. In addition, it will receive payment equivalent to salaries for 60 teachers. This will be pooled in a common fund out of which all the current 100 teaching and non-teaching staff will be paid.

The first nine months of the four years are spent on a long study journey abroad during which groups of 10 live and work in converted coaches doing project work related to the places they visit. This is followed by a three-month preparation course in which students split up into permanent groups of 15 and work and save enough money to buy or rent a house to live in for the rest of the course.

During the second year time is spent gaining more experience in industry. While working students study for exams in selected subjects. In the last two years they study pedagogics and spend some time on teaching practice.

Overseas students: How much should they pay?

Despite the fact overseas students pay more than twice as much in fees as home students, their number has steadily increased in the last 10 years. Now there are persistent rumours that the Government plans further substantial increases in overseas students' fees—which, if true, will provoke a storm of protest in higher education.

David Walker and Frances Gibb give the background to this incipient controversy. They describe past fees policy, where overseas students study and where they come from, how Britain's treatment of overseas students compares with that of other countries, and the arguments for and against further increases in fees.

The Times

Higher Education Supplement

Every Friday 15p

Teach English abroad

Linguarama Limited will be holding 7-day courses in the TEACHING OF ENGLISH as a FOREIGN LANGUAGE during the period 3rd July to 29th August 1976.

These courses are residential and will be held at four centres in England: Portsmouth College, Twickenham; Sherborne College, Dorset; Rutherford College, Canterbury; and Maitland College of Education.

Applicants should already possess either a University Degree or a Teaching Certificate (or equivalent qualification). A number of teaching posts in Portugal, Spain, England, Japan, Finland, Brazil and Italy will be available for successful trainees for the academic year 1976-1977.

The courses, which are conducted by Direct Method experts, commence each Saturday and run for seven full days. Fees include instruction, teaching materials, private room and all meals as well as the use of recreational facilities.

For further information please write to:

Linguarama

63 Pall Mall London SW1 Attention: Summer TEFL Courses.

LETTERS

On the one hand...

Sir—On the one hand Professor Maurice Peston asserts that the positions "that an academic education is not available at a comprehensive school; that the independent schools all provide an academic education; and that the children who go to independent schools are uniformly suited to an academic education" are false, and on the other hand he advocates a quota system to increase the universities' intake of pupils from comprehensive schools (Personal Column, May 28, my italics). No one would deny that an academic education is available at least in some comprehensive schools, or claim that all independent schools provide an academic education and that children at independent schools are uniformly suited to an academic education. One cannot help wondering, however, why pupils from independent schools have such a significantly better chance of attending universities than pupils from comprehensive schools that the balance can only be redressed by direct government intervention.

Is the success of independent schools, as far as university entrance is concerned, entirely due to "the special relationship of some public schools to the older universities"? Or do the university entrance results suggest that a considerable number of independent schools provide an academic education?

A quota system would certainly protect comprehensive schools from competition with the private sector. It would also hinder the development of courses and teaching styles which would meet the needs of the potentially academic child.

AGATHA GWINNET,
Lecturer in English,
Abraham Moss Centre,
Crescent Road, Manchester.

...and on the other

Sir—It is more than twenty years since I left my public school, and my children, having been at the local comprehensive school, I teach at a neighbourhood comprehensive. I cannot speak for the type of parent the direct grant schools now becoming independent are hoping to attract, but most of the parents I know who are sending their children to the better known and longer established public schools do so not because they have considered carefully their children's education, but because they have not.

BARRY CRAIG,
106 Longate Drive,
Rainham, Kent.

Chauvinists all

Sir—Is "No case for sudden or dramatic measures" (June 11) it strikes me as strange to read about French and German linguistic chauvinism—but not English. Apart from the £50m spent by the British Council, nothing is more chauvinistic than people from Britain going abroad and behaving as if the rest of the world were their slaves.

B. NAJBARO,
2 Mackintosh Drive,
Kilgobbin, Dublin 14.

Give trainees a certificate after extra year on a grant

Sir—Mr Alfred Peice, "...and on the one hand..." (June 18), made a useful contribution to the debate on the problem of students who are unable to obtain teaching posts, but it probably does not go far enough, and the payment of social security benefits will do nothing to alleviate the sense of frustration which these young people will have during the period he suggests.

Students on leaving training colleges, have two aims, first, to obtain employment and second, to obtain their certificate and regulated number at the DES. Without the former they cannot obtain the latter, and unless the certificate is obtained within a comparatively short space of time, they will be unable to teach at any time in the future without re-training. It must be remembered that, on leaving college, a student is a qualified teacher, but not a certificated teacher.

Why I can't be everywhere - by Edward de Bono

Sir—I have read your Aristides piece, published in June 18 suggesting that I did not fulfil speaking engagements and I think it only fair that you give equal prominence to my side of the matter.

I receive many requests to speak to schools, teachers' training colleges, teachers' centres, groups and conferences. I have always considered these invitations to indicate a positive interest in the subject of teaching thinking rather than a desire to see me perform. I have always accepted as many of these invitations as possible not because I have a sense of mission or like the sound of my own voice but because at the moment of reading the invitation it seems churlish or arrogant to claim that I do not have time.

Unfortunately, there are also invitations from outside the world of education: from architects, engineers, chemists, metallurgists, computer programmers, artists and others who are interested in the matter of lateral thinking. Over the past few years I have given 350 talks in all.

Conference organizers like to make bookings a year or even two ahead so that they can calculate speakers (building on acceptance), print programmes and invite registrants. Speakers are also often treated as "commodities" who are there to entice people to come and to add a sense of importance to the conference—more than for what they have to say.

I do not mind any of this because it is forced on conference organizers. It can mean, however, that I am unable to accept as many invitations as I would like to.

It is with this in mind that the National Association of Language Advisers and the Central Bureau for Educational Visits and Exchanges are supplementing individual L.E.A. courses by organizing a course for heads of departments—or teachers responsible for the Assistant—on the subject of "The foreign language assistant in our schools".

The course will take place at the Polytechnic of the South Bank, London S1, on Thursday July 8, and any teachers who would like to attend should contact their local modern language adviser or the Central Bureau.

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J. P. CARPENTIER (Central Bureau)
Members of NALA working party on the foreign language assistant.

The success of the foreign language assistant scheme depends

largely on the personality and adaptability of the assistant on the one hand and the organization and imagination of the languages department, on the other. Ms Brander has drawn attention to a number of weaknesses which may exist in individual schools and there is a constant need to examine and compare methods of getting the best value from what is in effect a unique resource.

At best they are used not merely for "conversation classes" but are guided into a host of other activities with pupils—team teaching in the classroom with the modern language teacher, background studies work, developing aural comprehension skills, etc.—and can provide a useful source of reference and cultural background not only to the modern language department but to many other areas of the curriculum.

When assistants do leave before the end of the summer term—and the evidence supplied by our members the percentage is small—it is usually because either they have exams to take or because the school can no longer offer them a full timetable after GCSE O and A level exams.

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Conferences organizers like to make bookings a year or even two ahead so that they can calculate speakers (building on acceptance), print programmes and invite registrants. Speakers are also often treated as "commodities" who are there to entice people to come and to add a sense of importance to the conference—more than for what they have to say.

I do not mind any of this because it is forced on conference organizers. It can mean, however, that I am unable to accept as many invitations as I would like to.

It is with this in mind that the National Association of Language Advisers and the Central Bureau for Educational Visits and Exchanges are supplementing individual L.E.A. courses by organizing a course for heads of departments—or teachers responsible for the Assistant—on the subject of "The foreign language assistant in our schools".

The course will take place at the Polytechnic of the South Bank, London S1, on Thursday July 8, and any teachers who would like to attend should contact their local modern language adviser or the Central Bureau.

D. M. ROWLES (Merton)
J. GORDON (Brent)
MRS C. N. KISCH (L.L.E.A.)
N. WHITE (Hillingdon)
M. F. R. WHALLEY (Essex)
P. W. RANSON (Barkshire)
J. P. CARPENTIER (Central Bureau)
Members of NALA working party on the foreign language assistant.

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All must be fair in 16-plus exam

Sir—Mr E. P. Ibball's letter, "CSE Boards rest their case on the 16-plus" (June 18) highlights several of the misconceptions which are prevalent about a 16-plus exam.

Feasibility Studies: Mr Ibball claims that "all this striving for perfection is no more than a device for securing the introduction of a new system". This is not true. What those who are urging caution over the introduction of a new exam are concerned about is that it should be at least as fair to the candidates as the existing system (which nobody has ever considered perfect).

The evidence so far collected (not only in England) about exams which attempt to test a very wide ability range suggest that they are considerably less fair, particularly to the ablest and the weakest. This fact seems to the syndicate, and to others with experience in the field, of much greater importance than that the new proposals have generated interest and enthusiasm among teachers and have solved some of their problems. After all, for whose benefit are public exams conducted?

Standards: In this paragraph Mr Ibball is guilty of a number of startling illogicalities. He says we are concerned with a common system, not a single exam. But of the 40-odd feasibility studies discussed in the 16-plus report only two were concerned with a common system, and the rest with various forms of single exam. He then goes on to defend the common system against arguments which were, quite legitimately, directed at a single exam. The facts, as the syndicate sees them, are that a single exam, which would have

many advantages, would unfortunately not be fair, but that a common system, which would have many of the disadvantages of the present arrangement, probably would be fair, though we have little evidence as yet to prove it. Whether the CSE boards share this view is not clear.

It could certainly be argued that the CSE and CSE do not provide adequately for the ablest and the weakest. That is not an argument for replacing them by something worse.

Mr Ibball says that the O level fails to extend pupils of the highest ability, particularly in the sciences, to only three grades... But it is the scope of the syllabus and the standard of the question paper which extend a pupil. The grade achieved may well recognize his achievement adequately, but it has no bearing on the effort expected of him. Perhaps Mr Ibball intended to say that O level fails to reward pupils of the highest ability, but that is a very different matter.

Teacher Control: In this paragraph "certain university boards" are accused, first, of saying that if the exam is teacher-controlled, standards will be lowered; and second, of saying that Mode 3 is a soft option which can leak only for the Cambridge Syndicate, but they have said neither of those things. On the first point, their view has always been that teachers should have the major say in exams at 16-plus as they are the people best qualified to do so, but that the interests of others concerned, employers, professional associations, institutions of higher education, local authorities, parents, and above all the candidates themselves,

calling upon the ILEA to give new accommodation to playgrounds instead of opening its own nursery classes.

I should be extremely sorry if PPA, with all its understanding of the under-fives and their families, were to be involved in the under-fives should work in partnership.

SANDRA EDWARDS,
Chairman,
Pre-School Playgroups Association.

Sir—Your report of the presentation of the Pre-School Playgroups Association's petition to 10 Downing Street is gravely disturbing. If there has not been an accidental misrepresentation of what the chairman of PPA said to your reporter, then I for one—and I would not be alone in this—have signed the petition under a very serious misapprehension.

I believed that I was signing in support of playgroups as a part of provision for the under-fives, but your report then seems to recognize as an "alternative to nursery schooling" which is apparently seen as an abdication of parental responsibility to the State, and

calling upon the ILEA to give new accommodation to playgrounds instead of opening its own nursery classes.

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COURSES

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Applications as soon as possible to the Head of the Postgraduate School of Art Education, College of Art, Howard Gardens, Cardiff, (Cardiff) 0222 44781.

Bristol Polytechnic

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CMAA approval has now been given to the B.Ed. degree of the Polytechnic's Faculty of Education (formerly Redland and St. Matthias Colleges).

The five-year course comprises components of Education Studies, Professional Studies and one subject from: Art, Biology, English, Geography, History, Maths and Religious Studies. Entry requirements are five GCSE passes including two at 'A' level.

Some vacancies also exist for the three-year Cert. Ed. (two-year B.Ed.) course validated by Bristol University. It: Constructional Design, Commerce and Economic Studies, Dance/Drama, French, Mathematics, Music and Physical Education.

Enquiries and applications to the Admissions Secretary, Faculty of Education, Bristol Polytechnic, 4/o Redland College, Bristol BS5 0JF.

Bristol Polytechnic



"NEW" GEOGRAPHY IN THE SCHOOL CURRICULUM (13-17 September)

A stimulating and practical course for teachers including fieldwork in the National Park. Topics include rivers, urban models, networks, simulations, perception, locational analysis and geographical games. Publishers exhibits. For further details of this and other courses write to: Peter Townsend, Principal, Loshill Hall, Penk National Park Study Centre, Castleton, Derbyshire S30 2WB.

SCHOOLS PROM

Applications for tickets to attend the next Schools Prom should be made to the Royal Albert Hall Advance Bookings Kensington Gore London SW7

Successful applicants will be issued with tickets during the month of August. Ticket prices range from 40p to £2.00

THE TEACHING OF READING

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A weekend conference open to all teachers, lecturers and students
SEPTEMBER 10-12 1976

University of Lancaster, Bailrigg, Lancaster LA1 4YW

Guest speaker:
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Vice-Chairman Bullock Committee and past Chairman Schools Council

Speakers:
Mrs P. E. McKewen
Senior Adviser, Nursery and Infant Education, Avon County Council.
Mr D. Moyle
Edge Hill College of Education, UKRA.

Mr A. R. Tansley
Former Staff Inspector for Special Education, Birmingham

Conference details from the sponsors:

PROFESSIONAL ASSOCIATION OF TEACHERS
24 The Strand, Derby DE1 1BB
Telephone: Derby 46672

Sport

Tops on two wheels

by Stanley Levenson

High quality was the feature of the schools grass track, sprint and pursuit cycling championships at Aldersley Stadium, Wolverhampton, where Alistair Fuller, of Carr's Grammar School, Sleaford, Lincolnshire, won two titles.

Riding in the over-15 age group he won both the sprint and the individual pursuit races.

There was a family double on the grass track—Mark Dobson (Droitwich High School, Worcestershire), who won two titles himself in 1974, took the under-15 prize at Wolverhampton and his younger brother, who goes to Witton Middle School, was successful in the under-13 group.

Michael Clarkson (Castle Manor School, Haverhill, Suffolk) won the over-15 event, and Julie Dunn (Diss Secondary School, Norfolk) improved from her second placing last year to win the girls' race.

The team prizes went to Chalkstone Middle School, Haverhill (under-13), Riland Bedford High School, Sutton Coldfield (under 15), and John Willmott Grammar School, Sutton Coldfield (over 15).

The other sprint champions were Terry Taylor (Castle Manor), in the under-15, and David Price (Wheeler's Lane School, Birmingham) in the under-13s.

Chris Whorton (Ellowes Hall School, Dudley, Worcestershire) won



Alistair Fuller: two titles.

the under-15 pursuit, and David Playford (Chislehurst and Sidcup Grammar School, Kent) the under-13. Shirley Robinson (Sir Charles Lucas School, Colchester) won the girls' pursuit for the second year. Dunraven School took the boys' team pursuit.

Now—a sports scholarship

Martyn Hedges, a 19-year-old from Windsor, is probably the first to go to university in Britain on a sports scholarship.

Martyn, a canoe slalom champion, was granted the £1,500-a-year award at the weekend by Office Cleaning Services, a subsidiary of the Goodlife Group, and he will go to Bath University in October.

The scholarship gives the successful applicant an extra year at university. In Martyn's case, this will be for a course in applied biology. The scholarship is the idea of Mr Tom Hudson, Bath's director of physical education, a former national modern pentathlon champion. It will be awarded annually, always at Bath.

The sponsors are at pains to point out that their scheme bears no comparison with the "spurious" offered at foreign universities. To get to Bath, candidates have both to prove a high academic

level and be of international standard or potential in their chosen sport.

Behind the idea is the belief that an extra year at university, which is what the stipend encompasses, will lead to rising success at international level for British sportsmen and sportswomen.

Martyn Hedges satisfied his "examiners" in all counts. He is an old boy of the Royal Free Secondary School, Windsor, and has spent the past year working as a clerk at the EMI plant in Hayes.

He is a top rank canoeist both in slalom and white water racing and has been a member of the international team since 1974. He is the national and open slalom champion and river race champion.

The university is first rate for sport. It has 85 acres of playing fields, a new sports centre and amenities for 40 sports.

Millfield in tennis final

Wimbledon may be nearly over but for school tennis players the highlights are still to come, for example, the Glanvill and Aberdare Cup competitions at Queen's Club, London, next Thursday and Friday.

Millfield School are again in Thursday's final of the Glanvill Cup, a doubles competition for boys, which they have won in each of the past seven years.

Their opponents in the four-school final are Manchester Grammar School, in the last four in 1975, Ilford County High School and the winners of the southern section play-off between Sevenoaks College, St Paul's and Launceston.

Millfield's girls, if they win the south-western zone, will be in the Aberdare Cup, a similar competition to that for the boys.

In brief

Self-supporting

Increased fees, which will bring an extra £300,000, will make 80 per cent of Surrey's adult education courses self-supporting in tuition costs, according to Michael Wallis, assistant education officer responsible for adult education.

Musicians at work

Edward Cowie, lecturer in the department of music at Lancaster University, is engaged on two major works—a piano concerto for the BBC Northern Symphony Orchestra and a choral piece, *Gesamtheit*, which has been jointly commissioned by BBC Radio 3 and the Hay Festival.

Prizewinners

Llantalthu primary school, Neath (eight to 11-year-olds) and Briar Hill infant school, Whinney Leamington Spa (five to seven-year-olds) won the top prizes of best or record tokens worth £100 in the World Wildlife Fund and Agri-fresh marine life competition. Six schools entered.

Engineering prize

A top prize of £500 is offered in the "Molins" Design Competition. The Design Prize which is open to universities, colleges and polytechnics with students following HND or degree courses in engineering or engineering science in Great Britain. This year the prizes failed to produce a winner in the first three places. But in the second year in success of HND graduate from Salford College of Technology was among the

Opened

The National Maritime Museum now opened the Caird Library to readers between 10 am and 5 pm, Mondays to Fridays. The reference room is open on Saturdays between 10 am and 2 pm and 2 pm and 5 pm. The information retrieval room was closed to the public between 12 and 2 pm and is not open on Saturdays.

People Colleges

Mr Roger Carus, deputy director of Plymouth Polytechnic, is to be principal of Haverling Technical College.

Schools

Mr Peter Hendry, acting head of Emanuel School, Wokingham, South London, to be head.

Mr J. W. Hines, deputy head of Sullivan Primary School, Wokingham, to be head of John's Primary School, Waterloo, South London.

Universities

Mr David Bentley, tutor in law, to be head of Christ Church College, Oxford, to the chair of law, University of East Anglia.

Mr P. K. King, fellow of St Edmund's House, Cambridge University, to the chair of modern Dutch studies, Hull University.

18/19

Radio in education

20

Arts features

21/31

Books: history; poetry; cinema; biology textbooks; American studies

32/34

Resources: fire hazards; science; crafts

35

Talkback: book selection; child guidance; homework

Same, but different?



Denis Lawrence calls for a reassessment of the remedial teacher's role

The role of the remedial teacher and a changing philosophy towards special education currently occupy conferences all over the country. Evidence is being collated by the Warnock Committee on Special Education, some of which may have pronounced consequences for remedial services. But unless remedial teachers make sure their voices are heard, an opportunity could be missed to raise the status of remedial education to where it belongs. It should be at the forefront of education, and not an often misunderstood, shoe-string operated service, called upon only as a last resort when all else has failed.

One of the reasons for this lies with remedial teachers themselves, in their reticence when it comes to communicating to others the kind of work they do. There is also their lack of communication with colleagues, as most remedial teachers tend to work in isolation from other teachers.

The technique of sociometry is particularly relevant here. The technique is one of depicting social relationships within a group, as a result of which it is possible to see who receives most attention and who the least.

If we were to apply this technique to schools with remedial departments, or to areas with peripatetic remedial teachers, we would find in most cases that the remedial teacher is depicted as an "isolate". Perhaps the isolation of the peripatetic remedial teacher is more understandable than the isolation of the school-based remedial teacher. But even here how often do remedial teachers communicate with teachers from other schools? Why the isolation?

Perhaps the enthusiasm of the remedial teacher to recognize the child who needs "special education" has contributed to the myth that there is a group of children who are so different that their teachers need different skills and training from ordinary teachers. What happens when these children receive remedial help is often regarded by others as being something "very clever", needing a different kind of training from "ordinary" teaching.

So remedial teachers have a mystique which inevitably tends to isolate them. The idea that remedial education is concerned with a small group of children who are different from most is perhaps one reason why some schools have been reluctant to employ remedial teachers. In an era when teachers insist that all children are special, the Department of Education and Science's survey, *Slow Learners in Secondary Schools*, showed that only 32 per cent of schools had remedial departments. Surely the other 68 per cent had some children who needed remedial education? It seems there is a reluctance to accept that there may be a group of children whose educational needs differ from the majority.

Even in those schools which readily accept the help of remedial teachers, this is sometimes only a means of getting rid of a group of children who are difficult to teach. Often remedial teachers are used to take children who do not easily fit into the normal class because of behavioural difficulties. How often has a remedial teacher been dismayed to discover that the group selected by the head

for remedial work has been selected on its scholastic value rather than on lack of scholastic attainment?

Many authorities are considering the integration of all handicapped children in ordinary schools. I am not arguing against mixed ability teaching or integration, but there seems to be an attitude of scepticism towards remedial education. In practice this could result in a dangerous neglect of children in need of remedial help.

Remedial education is at a crossroads. From an attitude of respect and admiration for the remedial teacher, there is a move towards one of scepticism and downright mistrust. This has led some authorities to question seriously the value of remedial services. And the isolation of remedial teachers has not helped.

So what does all this mean for the remedial teacher? We must reassess the important contribution which the trained remedial teacher is making in our schools, but we must also seriously question the organization and functions of remedial services.

In a recent article in *Remedial Education*, Platt says "there is a need not

to stress special qualification courses for remedial teachers at the expense of good all-round preventive education for primary and secondary teachers". Implied here is the view that remedial teachers should not be regarded as having teaching skills which are different from those possessed by all teachers.

But even if this were the case, the fact remains that a few children noticeably have a lot more difficulty in learning basic subjects than their classmates. The question is whether they need a different kind of teaching, or the same teaching at a slower pace.

In my view they need the latter. But we must not stop there. Good remedial teachers are offering more than merely the same teaching but slower; for the most part they are operating as untrained counsellors as well as being teachers with a particular expertise.

In the TES (January 16) Gerald Haigh suggested that remedial departments should be abandoned. "Slowness", he said, is relative, and should not be regarded as being abnormal. Remedial education should not therefore be regarded as the province of a "specialist". The remedial department should be "uprooted"

and its skills and equipment made available to all pupils. This would be through setting up an "academic counsellor" service to monitor the progress of every child, and prescribe if necessary, as appropriate levels of teaching.

While I agree that the remedial department should be reorganized in some way, I could not see how it could be reorganized to form new departments, "counselling departments" which would also take on a traditional counselling role where necessary. Is it not time to give practical recognition to the fact that we are concerned with the whole child, and not just that part which demonstrates academic skills?

A child is first and foremost an emotional creature and only next an intellectual, thinking person. His or her prime motivation is for self-respect and social acceptance from others, and only secondarily to learn skills. The motive to learn skills will only operate properly when his or her emotional needs are being satisfied. Good remedial teachers seem to recognize this intuitively, but rarely do they embark on counselling-only sessions. In my research I discovered that some children made more progress in reading using an approach designed to improve self-concept through counselling.

Many secondary schools have a counsellor trained to help the child with emotional difficulties, but if the child needs help with basic school subjects the counsellor passes him on to the remedial specialist. I think the two roles of "counsellor" and "remedial teacher" should be combined in a new specialist—the remedial teacher/counsellor. If we look at the needs of children it makes more sense that one specialist should be concerned with the whole child, rather than putting him through the remedial sausage machine or the counselling sausage machine.

This could be also applied to peripatetic remedial teachers, and those given posts of remedial responsibility in primary and secondary schools. Remedial teachers would no longer be isolated and would be seen as key figures in the school, contributing to the well-being of all children. They could advise their colleagues on emotional and behavioural difficulties, and the progress of all children would be monitored.

Sometimes they would counsel only, sometimes do remedial work. This presupposes a close liaison with the educational psychological services, and should be seen within the context of other back-up services, such as social services department and area health boards. A recent circular from the DES and the Department of Health and Social Services asked local authorities to reappraise their facilities for child guidance in the light of the development of other related services, such as counselling and school psychology. Under the remedial/counselling system the teacher would do the treatment instead of the specialists in the child guidance clinic. The logical extension of this would be that the traditional helping services would become more school-centred and less clinic or office-bound. At the centre of the whole would be the person who has been trained in counselling and remedial methods—the remedial teacher/counsellor.

Denis Lawrence is principal educational psychologist for Somerset.

Radio has generally been overshadowed by television as an educational aid. Here Joan Griffiths argues that the medium's Cinderella-like qualities have their uses 'now that nobody's going to the ball'; while Christopher Griffin-Beale (below) finds out how one local radio station works and communicates with its region's schools and teachers

Medium ordinary

Joan Griffiths

Last time one of the programmes I am concerned with was reviewed in the TES, it was with some phrase about not forgetting the Cinderella of radio. Well, maybe Cinderella's not such a bad person to be, now that nobody's going to the ball any more.

Listening and Reading, the programme reviewed, is quite a fair example of radio's Cinderella-like qualities: its ordinary, everyday, inexpensive, flexible usefulness, and natural closeness to the vital spark. The idea of a voice reading a story while the child looks at a book, rather than on mother's knee, might seem a bit ordinary compared with the expertise and technological brilliance of

television's highly successful reading programmes. But its ordinariness has made it useful on its own much smaller scale.

Once the books have been bought, and the broadcasts recorded onto cassettes, it can go straight into the hands of the children. They can choose which story they want to hear and how often, by picking it up off the library shelf and slotting it into the cassette-player. They can even take it home, if it has been bought, so that parents without the confidence to read aloud can share it on the home cassette-player. (In the avant-garde, free-range classroom they can be isolated by headphones from other group activities.)

Just as the cost of all these small pieces of audio equipment does not add up to much compared with the cost of a colour television, so the cost at the BBC of making the programme is minimal: one

reader in a studio. The value is in the stories themselves, chosen from many sources because of their proven qualities.

Our purpose, supported by the Bullock report's statement that "the narrative mode provided for children of all ages by far the strongest motivation towards the reading of books", is to present children with writing of such power and closeness to their inner and outer concerns that it may show them what reading is for: that it is a key with which to enter the minds of others, and to enter new worlds of feeling, thought, and knowledge.

New worlds, but entered by way of closeness to their own concerns. For example, young readers never stumble on re-reading the figurative language on the first page of *The Iron Man*. "His great iron head, shaped like a dustbin but as big as a bedroom" is part of their experience as soon as they've read it. This is why there are no illustrations in the books. It brings to mind the hoary but well-authenticated tale of the eight-year-old who, when asked why he preferred radio to television, replied, "Because the scenery's better".

Radio speaks to the individual, and the individual makes his or her own picture. The sound of a trickling stream, or the voice of Cyclops, or Sinfonia Antiqua behind footsteps in the snow, can provide 30 listeners with 30 different pictures. Anne Frank's hiding-place may be your own attic, Bill Craddock's face that of the bully in your own playground, the monster slain the one that always waits behind your own bathroom door. The experience can be fully internalized, instead of being "out there".

At the end of the spring term, I went into a classroom to record a 10-year-old reading a poem he'd written after *the Living Language* serial play *Jason and the Golden Fleece*. He'd chosen to write about the clashing rocks, between which Jason only just managed to drive his ship, not that I realized it until I heard him trying to drive his own poem out between his teeth. I realized it could only have been written by someone with a stutter, I ended:

The rocks had just missed me,
The unforgetting rocks,
Munching away and laughing.

This image was nowhere in the book.

Peak listening

Christopher Griffin-Beale

It is shortly after nine on a Thursday morning at Radio Derby. The education office is the first one you reach after the rubber plants at reception. For Peter Legge, the education producer, it is the start of the day, though the station has already survived the breakfast show. Though he is the only producer not confined to a shift system, he does not escape the pressures that incessant deadlines and vast deserts of air time place on limited resources.

Educational programmes demand more of the scarcest resources, time and thought. Moreover, in local radio no man—producer, station assistant or whatever—is an island; everybody mucks in. Last year Peter Legge volunteered for a typical local radio enterprise, a week-long Peakland walk, staying overnight in youth hostels, reporting live twice daily, amassing tapes for several programmes, and inviting listeners to guess how far he had walked.

He reckons you need to be a "butterfly" in his job, able to flit from subject to subject. Fortunately he has the cheerful unflappability a broadcaster needs on air and off: the office already seems full, with two seconded teachers checking their microphones and portable tape recorders. It is not his office, but simply the education office. Nowhere among the clutter of loose tapes, papers and coffee mugs is there any particular perch for him. Competition for studios is so severe that most of the editing is done here, so it is effectively a workshop for him, his secretary and four seconded teachers.

Ever since Radio Derby began five years ago, Peter Legge, a former teacher himself, has been convinced teachers should be closely involved in producing the schools programmes.

He chivvied the local authorities for secondments and gradually succeeded. Now, after a break for reorganization, the remaining authorities, Derbyshire and Staffordshire, have seconded two each.

All four seconded teachers came to make their own series. They each produce their own programmes, scripting, recording interviews, writing and speaking their own narration and rough editing. Peter Legge supervises, particularly in the studio linking sessions, advising on both content and technical production.

This morning he helps one teacher, Irene Brentnall, to check her tape recorder for a session at a local school: the end of term is approaching, and the teachers are collecting material for their follow-up programmes, doing anthologies of children's work inspired by earlier programmes. Peter Legge then listens to next week's programme by Pat Lowry.

The relationship between producer and seconded teacher is full of pitfalls. Despite his teaching experience, Peter Legge's youthful manner and good microphone voice proclaim him a broadcasting professional. (Though he has never worked in British network radio, he did help himself through college in South Africa by playing bit parts in radio drama.) Pat Lowry, a former secondary head on the verge of retirement, suggests a staid tradition of pedagogic authority, far removed from the cooperative spirit and technical mysteries of local radio.

He and the others admit the initial experience was traumatic. They were thrown into the deep end. After a crash course in radio—scripting, recording and editing—Peter Legge dispatched them to make a programme about Derby transport. Two of them, out on location for the first time, discovered there was no tape on the recorder. One remained, still interviewing, while the other raced back to Derby to get a tape.

But the technical mysteries soon disappeared. The real difficulty lay in organizing and structuring their material. Pat Lowry says: "I found I was forming my structure first and then trying to impose that when I went out to collect my material. It just didn't work." He learnt that the practical examples essential to radio did not fit his preconceptions.

Now he feels he is improving. Peter Legge seems quite genuinely delighted by his latest programme, on the fire service, in a series for junior schools which looks at local public services. Despite Pat Lowry's slightly stiff narration, it is an interesting programme which included children's lively interviews with firemen. Peter removes a few slivers of tape to tighten up some dead pauses. Pat banteringly complains that the programme will soon under-run its 15 minutes, though actually only five seconds have been lost.

The series is intended as an aid for English as a second language, a sizeable problem in Derby, which attracted immigrants to its heavy industry and its bus service. Pat now devotes himself to this task: it is this that led him to Radio Derby, though pedagogic intent is clearer in the accompanying notes he has written and illustrated himself. Pat now drives



Irene Brentnall (above) listening to a completed tape; Pat Lowry (right) soliciting children's opinions of an earlier programme

over to the school whose children participated in the recordings. Pear Tree Junior School, set amid scruffy streets of red-terrace houses, has 62.5 per cent immigrants, with well-assimilated Derby accents. Talking to them, and looking at the imaginative quality of their work, it is difficult to remember this is a special priority area.

Pat has come to listen to this week's programme with them. Though not particularly moved by the sound of their own voices, they are excited by the information they found out, whether included in the programme or not. They had seized some of the imaginative suggestions for follow-up with poems and paintings about demolished houses, an earlier week's subject.

Pat then takes a small group down to the staffroom to record them reading their work and commenting on some of the earlier issues. They are particularly keen to talk about litter and the regular Saturday afternoon onslaught of Derby County fans past their houses.

Even when the technical knack is acquired, recording interviews remains a difficult skill. Pat must fix a reassuring gaze on the child, nodding vigorously yet surreptitiously keeping an eye on the recording level of the tape counter, listening to the child while remaining

calm. He'd internalized the experience of the story, and expressed its new meaning for himself in words of his own.

Why, when primary schools get so much out of radio, are secondary schools often content to explore it so little? According to School Broadcasting Council statistics the largest secondary radio audience, for *Listening and Writing*, is only about one-sixth of the largest primary audience in both radio and television, for *Let's Move* (music and movement), used by 80 per cent of infant classes. Can it be because, as I was told by the head of a university communications department with a television camera beside his desk, teaching is still a labour-intensive cottage industry?

So it should be, if that means people sitting down and talking to each other, but radio can bring in other voices with all kinds of experiences, from all over the world.

Next year, they'll include people in a variety of jobs (with a special unit on the police), parents of physically or mentally handicapped children, French teenagers and adults, well-known people such as Seamus Heaney, Martin Esslin, Patrick Moore, Benny Green. And besides the full

range of usual subjects, series such as *Inquiry* (into attitudes to violence, the community, and so on), *Learning about Life* (about personal relationships, including the development of self-awareness and social skills, relationships with the opposite sex, love, marriage, parenthood, and the family's relationship to the community), *Outdoor Education*, and a radio- and television version, *Detailed Information* about all these arrived on every head's desk in the spring term, in plenty of time for next year's planning.

John Lambert's booklet *School Broadcasting, A Guide for Teachers* gives several examples of secondary schools building up tape-recordings into a resource library, and contains much detailed advice. Since last summer's new copyright agreement, all tapes can be kept for three years, and local authority designated resource centres can copy and circulate them to schools.

One of the recommendations of Bullock was that "opportunities for the direct involvement of teachers and pupils in educational radio and television programmes should be taken up more extensively". Radio offers a growing number of such

opportunities, from the cassettes sent in to frequent Music Club competitions, and the writing sent in to English series, up to whole broadcasts made by teachers and their pupils. Among these have been photoplays from a Dorset school, tapes made by London teachers of discussion and writing sparked off by paintings, and poetry anthologies presented by a teacher who includes his pupils reading their own work. Anyone who sends in a suggestion should find it sympathetically received.

But there is also a huge continual involvement, which may not be apparent on first hearing, in programmes such as *Let's Move* (music and movement) and *Singing Together*. Their roots go back to 1924, when Sir Walford Davies opened school broadcasting by teaching listeners a song, and to 1934, when Anne Driver sat down at the piano and asked children to find themselves a space (nowadays they have been known to look upwards).

Every movement broadcast is tried out first in at least three different schools, and the *Singing Together* programmes are recorded week by week, instead of in one convenient block, so that feedback from schools can be taken into account, and unexpected snags ironed out.

Broadcasts like these can be very powerful agencies for change. Within a continuing context of partnership with thousands of schools over several decades, they have developed and experimented so that they're still in the forefront of educational practice, without ever having broken their links with the past.

But change also has small beginnings, and here, too, radio is in a uniquely happy position. It's cheap enough to go out ahead of the curriculum, explore, and take soundings. Short units of broadcasts with such titles as *Think, Questions and Answers, Into the Future*, can afford to start (like the Sower carved between the inner portals of Broadcasting House) by scattering seeds into the minds of teachers and children. Not perhaps many at first, but enough to take advantage of the materials in their own way to give something of their own back, and then to mark out fresh channels for the mainstream.

Here's a natural medium for the spoken language whose place at the centre of education has been affirmed by Bullock— inexpensive, flexible, and useful if you care to make use of it.

Joan Griffiths is a producer for schools radio at the BBC.

offer almost an embarrassment of riches. He is now effectively an in-service trainer, with little time to produce his own programmes—Billy Bates is only a revision of a former series. He has previously produced many adult education series. Now a whole page of ideas hangs forlornly from the wall, accepted in principle, awaiting not money but time to develop.

Apart from lamenting the pressure on his time, the audience figures raise more serious doubts. Though statistics are unreliable, Peter Legge knows that his Radio Derby series has declined from its former peak and is probably less than in some other nearby stations. He is not unduly perturbed, and does not attribute it to the programmes' quality—which he thinks has in no way declined. He encourages teachers to be more discriminating in their use of programmes and to follow them up more.

Yet not only are there already two television schools services and the Radio 4 broadcasts, but Radio Derby is actually competing with itself. Apart from the present series, many schools are still using earlier series from the tape libraries of local teachers' centres. Consequently he views any cut in production with equanimity, though he has other suggestions, including shortening the broadcasting terms, or lengthening them and transmitting fortnightly. However, his future largely depends on the local authority's decisions about secondments. Given the economic climate, there may well be fewer secondments, or he could find himself alone again.

Much more will depend on what talents and interests the seconded teachers have, whether they are primarily interested in broadcasting or in producing curriculum materials. Already he recognizes that much of what they are doing can be considered simply as sound resources. They have an expertise with tape they can pass on to colleagues. He already encourages teachers to tape and preview programmes.

Some programmes might almost, but for his responsibility to the BBC, bypass the airwaves and travel as tapes in boxes. The outsider is struck by the approaching situation of teachers recording in schools and teachers' centres, having the tape broadcast over the air to two teachers' centres for distribution back to the same schools, a quiet circle in which radio seems superfluous, though John Godfrey doubts if they could easily distribute tapes on a big enough scale.

Meanwhile, Peter Legge is left with a problem: "To what extent am I in the business of producing educational aids and to what extent am I producing broadcasts, that are nice packaged, structured programmes." Many of the least sophisticated, technically flawed programmes are nevertheless most effective in stimulating children's responses.



This is one instance of using schools radio as a Trojan horse, encouraging changes that could not in many schools be tactfully promoted by advisers. For the programme, Margaret took some children to a local farm to see where school milk came from. The work produced included drawings of dinner-time, graphs showing that the school's favourite meals, and a larger adviser with his own job to do.

This is later complicated by John Cook, frey, Staffordshire's curriculum development officer. "The teachers don't have time on secondment to forget they are teachers; they are still conscious of having to apply everything in a classroom situation." He is based at the teachers' centre in Burton on Trent, whose lavish facilities support the two schools' facilities, with an editing machine and design and graphic equipment for their handsome programme notes.

Margaret Price is one of them. Like Pat Lowry, her major interest is in curriculum development; recording her own voice is a painful chore, broadcasting a programme on parachutes in his voice is a painful chore. He revels in the opportunity to extend work she has done in her own infant school, based on the immediate environment within the school, and the people working in it.

riveting children's attention to material by personality and performance, as he does confronting the listless ESN class. The programme itself sustains their attention: mixing a local wartime bomber pilot's account of bailing out of his flying plane over Germany with sound effects and Nutter's own urgent narration, applying the dramatic skills he developed in amateur theatricals. It is a more sophisticated use of radio than other programmes, though perhaps less impressive educationally.

Back at the office the week is ending. Ann Toy, Peter Legge's secretary, is boxing and labelling master tapes for next week's transmissions. Far more than a secretary, she is due to edit a programme for Wednesday, but gives up her booking for Irene, whose programme goes out on Monday. Up on the top floor she goes into the central control room, alongside the main studio where the tea-time show compere is swivelling on his chair, lining up the next record while trying to listen to his interviewee. Any glamour is dissipated by the insipidity of the decor and the shabby grey equipment. In the control room, Irene listens to her tape alongside two other people working independently of each other and the studio.

Peter Legge concentrates on his own series *The World of Billy Bates*. Billy Bates is a nine-year-old Derbyshire lad, the narrator of a series of poems composed in Derbyshire dialect by a quiet, middle-aged clerk at Rolls-Royce, Dennis Stone. They evoke the world of his own youth, terraced houses and outside lofts (though not precisely his own social background). References to James Bond and other contemporary figures update the poems, but they are essentially timeless. Peter Legge intersperses these poems, read by a local teacher, with local children's comments on the same themes. One programme builds up from "Weekend rain" and "Toast for tea" with children's comments on favourite foods ("It was lovely—mashed potatoes and processed peas"), and concludes with "Smokin'".

Let's a' drag
Offer yer fag
Go on Mike

Let's see what's like
followed by children's accounts of their first puffs, often contrite and censorious. It is an engaging series, and a good use of local radio, though the naive poems and more sophisticated programmes might appeal to a wider audience, despite the dialect.

Later, back at Radio Derby, Peter Legge reflects on his achievements. The secondments for which he fought so hard

Surviving the system

by Tony Howarth

There is an understandable temptation to believe that a framework that survives an earthquake is fundamentally sound. At few other times in American history can that temptation have been more powerful and perhaps more misleading than in this post-Watergate present. Nixon and the creatures of the Executive Office manipulated the political system of the United States in their own interests, and got away with it until the discovery of a cashed-up burglary started those processes which led to the President's unrepentant departure in August, 1974. Nixon's resignation and the smooth assumption of power by Gerald Ford were taken by most observers to mean that "the system" still worked. The checks and balances of those canny old Founding Fathers had come into mystic play when the Constitution and even the Republic itself were threatened by an overreaching and corrupt Executive. An honest to god Congress and an Olympian Supreme Court forced a dirty President to come clean and get the hell out. Phooey!

The system had not stopped Nixon: he had been caught with his fingers in the till and his expletives down. If he had had the sense to burn the tapes he might still be there. All of which proves once it still appears that proof has to be made—that the political framework was sound neither before nor after the earthquake, and that a mad Lear was smarter than Jefferson, Adams, Madison, old light George Washington and all put together. A dog is obeyed in office—wherein lie problems to which the United States is not the only but certainly one of the more susceptible heirs.

The United States is in theory a compact of consenting adult liberals—and in practice it is nothing of the kind. It is the richest amalgam of cultures, religions, nationalities and races ever to live cheek to jowl, pig-tail to croquet. In attempting to make homogenized Americans out of indigenous Indians, captive Africans, Polack cowboys, Italian teamsters, Jewish policemen and Irish Irishmen, it has asked them all to accept schizophrenia as a political way of life—to accept an incoherent set of liberal ideals as their fundamental law and to go on professing those ideals while practising genocide, racism and other lesser categories of intolerance, inhumanity and unashamed self-interest.

As a variant on the same theme it has insisted that North and South should remain united when almost all reason has pointed to the benefit which would go with separation. Grim pragmatism has bound them together in a hateful economic interdependence and in the malicious pollution of each other's society. Finally, and magnificently, it has insisted that its citizens should hold high the flag of unanimous liberalism in a seething history of unremitting violence. It has survived, in large part, because men can be complacent about being inconsistent.

This is not to condemn Americans for not being British, or rather English; nor is it a deliberate discourtesy in their 200th year of survival of the fittest. It is rather in the way of congratulating them for still being there despite the awesome dimensions of their historic follies. As W. C. Fields might have observed, a people who can make heroes of Custer and Calley, raise up Vegas and Disneyland, drop the bomb on the Japs and then sell

them canned Kojak, survive Tricky Dick and seriously contemplate Peanuts for President can't be all bad.

Louis Heron's *The Story of America* (Pines Books £4.95) is a profusely illustrated history of the American people, from the first Indian settlements, through the colonial period, Revolution and Civil War to the European migrations of the late nineteenth century, the urbanization, industrialization and wars of the twentieth century, and finally to the affluence of the fifties and sixties, to Black Power, Vietnam and Watergate. It concludes with a theory and some optimism. The Heron theory is that the Chief Executive has become a King-President, with powers analogous to those of a medieval English monarch; and that what made Watergate possible was a steady regression of the United States towards an absolutist form of government. Unfortunately, the theory collides with Heron's simultaneous claim that "Watergate proved the strength of the Constitution and the respect it commands from the American majority." To some extent Heron's optimism carries him over that contradiction; he concludes that "The strength of the United States is its people." It is just possible that 100 years hence the USA will celebrate a tri-centennial anniversary with its checks and balances in perfect, clockwork order.

The tone of Henry F. Bedford and Trevor Colbourn's work is altogether more cautious. *America's* (Harcourt Brace Jovanovich, £3.30) is, in contrast, a scholarly and provocative account of the social, economic and political developments of the period. Patterson is particularly good on the 1920s, his commentary well served with Dorothy Parker and satirists like H. L. Menckin. He offers a compelling analysis of the decline and fall of American socialism; and what he describes as the central theme of the "progressive era" before the First World War—the halting of the dangerous fraying of society—echoes through the rest of the book.

Patterson tells of a conservative opponent of Franklin D. Roosevelt describing the New Deal as a "move towards Caesarism" simply by stretching the extremely pliable fabric of America's institutions. The story of America's twentieth-century infatuation with the Presidency and the willingness of Heron's King-President to be wooed is already well known. The unlikelihood of that affair was, however, generally acknowledged. The result was that the system of government was pulled out of shape while the Constitution remained in a state of suspended animation.

It took McCarthy's witch-hunts to convince George Kennan of the new inadequacy of the American political system and the dangerous unlikelihood of American public opinion. It took others much longer to screw up the same scepticism of institutions and a similar courage to doubt whether the truths of Jefferson's Declaration have ever been self-evident to any but a minority in the land of the free. By 1974 the historic "system" had ceased to work, except for those people in positions to manipulate it. It is acknowledged, if the fact of Watergate helps to refresh the political vocabulary of more Americans, the Nixon era may yet be looked on with some favour by future historians of the United States.

Thesaurus

Webster's Collegiate Thesaurus (Merriam-Webster £8.75, 8777 9069 8) is a thesaurus without indexes and without cross-references and with a concise dictionary-type definition prefacing the antonyms, synonyms, idiomatic equivalents and related and contrasted words. The

aim of such a carefully classified presentation is to encourage greater accuracy in word usage (though some users are bound to question the finer delineations of meaning). The alphabetical arrangement throughout, and an explanatory chart and notes help to make the book easy to use.

Among this week's contributors:

Michael Clarke is head of the art department at Kingsway College for further education.

Kay Dick, who is a novelist, journalist and critic, is at present working on a study of the Carliques. Frank Finch is art editor of *Soldier* magazine.

Robert Fox is a reporter with the BBC.

Tony Howarth is editor of a series on European and world history, the first publication of which will appear shortly.

Harry Judge is director of the department of education at Oxford. Betty Kemp is university lecturer in

modern history at St Hugh's College, Oxford.

Donald MacDonald lectures in geography at Jordanhill College of Education.

Duncan MacLeod is university lecturer in American history at St Catherine's College, Oxford.

L. G. Mitchell lectures in modern history at St Anne's College, Oxford.

Alan O'Day teaches at the North London Polytechnic. Leonard Scott teaches at the Polytechnic of Central London. Peter Scott is the editor of the *Times Higher Education Supplement*.

Friend of man

Betty Kemp

Washington: The Independent Man. By James Thomas Fennell. Collins £5.00. 0 00 211935 4.

"My friend, and the friend of mankind, General Washington," quothed his crab-tree walking stick with a gold head curiously wrought in the form of the cap of liberty, "forward, readable biography, to which he does not mention Franklin's ghost to Washington, shows how important it was that they respect each other."

They made the Constitution together, in a peculiar sense, not influencing its form but by each accepted by the states. No one could be called author of a Constitution: none of Franklin's constitutional ideas was adopted.

Washington's presidency of the Constitutional Convention is a triumph from pushing his own ideas. But without the use they both made of their enormous prestige, might never have been a constitution, and the United States as we know it would not be a nation. As it was, men worked for agreement, compromise. Both of them, being that agreement was an important part of the victory in a particular direction, maintaining a conciliatory attitude, insisting on the view that the United States had a common interest and that this interest must prevail.

Franklin died in 1790, rejecting that he had lived to see "the present happy situation." The Government established, and Washington elected President. Washington's election of the duties of the President was now of incalculable importance. He stood, as he said, on "ungrounded where everything is in a state of precedent. Moreover, in early years the new republic was endangered not only by rivalry between the agricultural south and the commercial north, between Virginia and Massachusetts, between large states and small states, but also, in 1793, by French attempts to make the new state intervene in neutrality in favour of French privateers and therefore against England.

It is not easy to separate the American Revolution—the alliance and common army in 1775, the Declaration in 1776—and the War of Independence which ended in 1781. Without underestimating Washington's military achievements, it is fair to say that the decisive factor in the war was the intervention of European powers, especially France. Washington's military achievements were less important than his appointment as commander-in-chief in 1775, head of an army of men which did not exist, an army of men which did not exist, an army of men which did not exist. For his appointment signified the alliance of Virginia and Massachusetts—a vital stage in the Revolution.

On the other hand, the French-American victory at Yorktown was made acute. The question of whether the alliance between the states would end with the war, Washington's greatest achievement was that he did not end the war. He held steadily to the idea that he and Franklin shared, that the states had a common interest. The Constitution, they "made" the states had a common interest. The President should personify the interest that he should be impartial and should not be less than a party. Like George III, who he maligned as a tyrant, Washington feared the "harmful" influence of the President. His last—indeed it was hardly maintained in his turbulent second term of office—was a simple before President were simple leaders of one of two organized parties. But without Washington's intervention of the office of the President in the first years of the new nation, the Constitution would have been a public would surely have foundered, perhaps on the north-south line which split it 60 years later.

Paperbacks

Images of Arabia

Hilary Finch

Birds through a Ceiling of Alabaster: Arab poetry of the Abbasid period. Translated with an introduction by George Wightman and Abdullah al-Udhari. Penguin Sup. 014 044 305 3.

Tr. Edited by Abdullah al-Udhari. TR Press 21 Earls Court Square, London SW5. £3.00 per quarterly copy.

A Critical Introduction to Modern Arabic Poetry. By M. M. Badawi. Cambridge University Press £4.00. 521 29023 6. (Also available in hardback £9.00. 521 20099 9.)

England is having plenty of chances to discover that other world: Islamic carpets, miniatures, calligraphy, architecture, music, religion, science—and even, at the Museum of Mankind, Islamic street smells—or the more pleasant ones, anyway. But something has been missing in all this.

At the National Book League just over a fortnight ago, John Heath-Stubbs (Professor of English at the University of Alexandria 1955-1958), Abdullah al-Udhari and George Wightman read their translations of Arab poetry, ancient and modern—and gave some indication of what the festival has been lacking.

The Abbasid period (750 to 1258) was not only the age of the thousand and one nights, but also the Golden Age of Arabic literature: as universities developed, verses were collected, and rules of prosody and rhetoric drawn up. The fascination with form, the conventional love themes, paradoxes and hyperbole are all reminiscent of England's Golden Age, of late Elizabethan and Metaphysical poetry.

Three of the greatest poets of this period are represented in *Birds through a Ceiling of Alabaster*. The love poems of Abbas ibn al-Ahwal (born 750) are epigrammatic fragments, simple yet highly original in their diction and imagery, reminding one of the Japanese *haikai* in their immediacy.

"When she walks with her girl servant Her beauty is a moon between swaying lanterns And there is the visual economy and economy of Abdullah ibn al-Mutanabbhi (d. 845):

"The cavalry of dew is mounted on flowers Stirred by the whip of the wind. The field gallops as it stands."

A later poet, Abu al-Ala al-Ma'arri, like the later seventeenth-century English poets, constantly doubts, rejecting conventional imagery except where it serves to give a knife edge to his ruthless intellectual questioning: "Each part has its role: Hands can't walk/ Feet carry us. Hundreds of views/ Exist about the world, and God/ Who is ancient is the latest."

Just over a century ago, the East and the West had relatively little knowledge of each other's contemporary poetry. Now, Arab literary reviews publish Western writing and, in England, *TR* a quarterly journal, reviews classical and contemporary Arab and English literature, from Dryden to Samuel Beckett and from Abbas ibn al-Ahwal to Adonis.

Since the Second World War, Arab poetry has been gradually turning its back on its earlier period of romantic exuberance: Abd al-Wahab al-Bayati, born in Iraq 1926 and leader of the socialist

realist movement in modern Arab poetry, tries to make each poem "a world independent of the poet, although created by him"—his fragmented, sharply visual expression (which can verge on the sensational) clearly has its roots in the poetry of his ancestors, as well as echoing Eliot, Lorca and Neruda: "To . . . E.I.I./In Spain/In Madrid/Blood in the veins/Daisies under your feet and snow/The fiestas of Spain are without processions/The grief of Spain is without end/For whom these bells toll? Love is silent. . ."

All Ahmad Sa'ad, known as Adonis, is a Syrian poet who writes with less explicit political and social criticism than does Bayati; his poetry is deliberately more oblique, more surreal. He feels that any specific political allegiance can only betray the true meaning of revolution and that constant questioning and movement is needed. For him, the twentieth century is "A coffin bearing the face of a boy/ A coffin written in the belly of a crow/A wild beast that comes with a flower."

The Islam Festival has emphasized the unity of that civilization; its poetry, and particularly modern poetry, reveals the diversity within that unity. M. M. Badawi's *Critical Introduction* surveys its major development from the mid-nineteenth century to the present day and attempts to relate it to Western literature. *TR* Press, in their journal and individual publications, are gradually making more Arab poetry accessible to the general reader. *Birds through a Ceiling of Alabaster* goes a small way towards redressing the imbalance of the Islam Festival; but it is only a beginning.



Young boy outside the door of his house, Wadi Qadda. One of Robin Constable's many photographs from *Ras al-Khaima: A Place in the Desert*, by Michael Dawkin (Namur/Quintess Books £8.50).

Screen and society

Sue Lerman

A History of the Cinema from its Origins to 1970. By Eric Rhode. Allen Lane. £10.00. 0 7139 0972 2.

The assumption that the entire history of film can be dealt with in one volume must surely soon be open to challenge. Though a mere 60 years old, and depleted by the passage of turbulent times and by too little and too much concern for the future (only now in Italy has a law been unearthed allowing the preservation of a banned film, in this case *Last Tango in Paris*), cinema remains a massive and multidimensional subject that must be treated largely without benefit of the historian's perspective, or of a general consensus of what is significant.

Given Eric Rhode's task to see what "insight might be gained by looking at movies, and the people who make them, to the culture of their society," his acquittal is impressive, and the preamble simply goes to embrace his achievement and to qualify his reservations. He has knitted together a vast pattern of films and ideas, themes and events, people and places, as complex as any guernsey sweater, with the skill of an editor with 140 hours of material to turn into a three (or rather six) hour film. And no one with the remotest interest in film could fail to be carried along by the perceptive, independent-minded, and good-humoured narrative, even when in active disagreement.

The question to ask, then, must be what demands do the author's approach and need to accommodate his material make? Most important, perhaps, and least easy to pinpoint

because of the coherence of the whole account, is that social conditions as characterized should gain the upper hand in defining what films should have the limelight (experimenters and entertainers like Méliès and Clair are treated with a kind of impatience). Relatedly, technological development (that is to say, means of expression), though a dominant thread, tends to become buried at times in the pursuit of the thing expressed; thus, once sound has been introduced, more than obvious uses to which it is put are hardly alluded to.

Compression, too, disguises instances (trivial in themselves maybe, but worrying in total), where details are less than full, so that, for example, in referring to the Marquis's Jewishness in *La Règle du Jeu*, Rhode does not indicate that Daffo was Renoir's second choice for the part; Erich Pommer may not have intended the ending of *The Cabinet of Dr Caligari* to be ambiguous, but he supposedly added it; Korda's *The Private Life of Henry VIII* sounds even less English when his Hungarian origins are recalled; and Vincent, the film's designer, was his brother; conversely, should Hitchcock really be called foreign?

But in general, it should be underlined, the book has a care for fact and accuracy lavished upon it, for which the film industry and film publishers, seemingly in imitation, have not been much known. It is ironic that photographic printing methods have served text and illustrations so greedily, and said that, having gathered a marvellous collection of frame stills, proportions were not always respected—particularly so in the *La Règle du Jeu*, still captioned "coralling great areas of space".

Fuchsia pink

In Vogue: Six Decades of Fashion. By Georgina Howell. Allen Lane £12.00. 7139 0739 8.

Sixty years of British Vogue is something to be celebrated by all fashion addicts. Conventionalists are due. Since its first appearance in 1916 the magazine has been a source-book for all aspects of the world of fashion. Its writers, photographers, illustrators and designers have frequently been the best of their decade. To provide a comprehensive and detailed history of this kaleidoscopic subject requires exceptional skills of précis.

Looking through old copies of Vogue, I am again and again astonished at the consistency of the photographic images: their inventiveness and quality of reproduction: a thing I should like to have found in Miss Howell's book. The frequently bad printing and cluttered layout are inexcusable.

The book flap informs us that, "In Vogue is the most comprehensive history of twentieth-century fashion in Britain . . . fashion in its wider sense, seen in its social and cultural context, seen as influenced by literature, by the visual and performing arts, fashion in its narrower sense of women's clothes." The book does all that, but with a superficiality that almost turns it into a catalogue of famous names: a Who's Who of the Beau Monde. The flap also assures us that the book would conjure up a composite picture of the woman of the moment, from her hair to her shoes, her scent, her stance, her colours and the cut of her clothes, but such detailed information is absent and the interesting problem of fashion and reality is unmentioned, as the following quote from the 1970 section will sufficiently illustrate: "Hair fuchsia pink or lime green or flowers." This makes pretty reading but can you remember all those coloured heads? If you buy the book, buy a packet of salt; a pinch will not see you through. Better still, spend the money buying old copies of Vogue.

Martin Kamen

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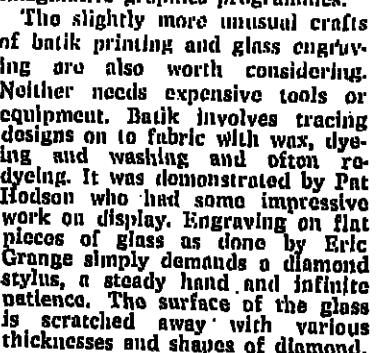
Central Bureau
for Information, Values and Technology

...the ...

by Frances Farrer

Certainly the atmosphere was excellent. The large crowd managed to move about the small area, watch the craftsmen, ask questions, buy craftwork, listen to the brass band and gaze at the Gavloj with great

Silk-screen printing is often regarded as being rather arty, suitable for short run posters or fabric printing. Mike Miller was at the fair to dispel these illusions. He is a commercial silk-screen printer and prints up to 2,000 posters or 200 at



For information about the crafts fair and craftsmen, contact Ms Penelope Shepherd, City Museum, Wescott Park, Sheffield S10 2TP. For bookings for the hamlet and information about its working days, write to Miss Janet Peatman, Abbeydale Industrial Hamlet, Abbeydale Road South, Sheffield S7 2QW.

by David Self

that very reason its sound carries a large part of its meaning." This is certainly a justification for a tape recording, but seems to demand a

more dramatic reading. The verse was designed to be spoken aloud, rather than read. It captures all the good storyteller's influences and changes of pitch, stress and rhythm; and the miller's tale is particular is a splendidly spun house yarn. Mr Spaulding might well have indulged himself a little more so that his listeners might be as much amused as Chaucer's were.

The Council for Educational Technology have published a user specification for microform readers for 35mm and 16mm microfilms used in open reels, cartridges and cassettes, and for microfiche. The specification makes recommendations for standards to manufacturers.

USPEC 14, Microfilm Readers, is available from the Council for Educational Technology for the United Kingdom, 13 Devonshire Street, London W1N 2BA.

by Roy Blatchford

York Mystery Plays
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£5.40 including VAT plus 20p
postage and packing.

The first side of the cassette, lasting just over half an hour, is an informal yet thorough documentation of this background, the preparation for and presentation of the plays. The tape starts with the city's proclamation heralding the Cycle in which there is great emphasis upon the mayor's controlling both

The proceedings of Corpus Christi itself follow. At 4.30am all the wagons were assembled and "without tarrying" the first moved off to perform at station one. As the first

The second side of the cassette and the last six slides are devoted to *Herod and the Three Kings*, the play performed by the Masons and Goldsmiths 600 years ago. The text follows the fifteenth-century original. It is simple and straightforward with an often laboured use of alliteration to the contemporary ear; as complementary to Peter Meredith's exposition of the Cycle the play is better reserved for older pupils.

The rich historical fabric created

York Mystery Plays is a praiseworthy audio-visual pack, a credit to the compilers and an attractive advertisement for a unique element of our heritage.

W P Nicholson

While several of these criteria have been given the level of priority one might have expected, some may give rise to concern.

"... With reference to my letter of February 12, 1975, may I further emphasize my considered professional opinion that Ian is under great emotional stress, and it is clearly foreseeable that his behaviour will break down seriously, to his own distress—for he is basically a well-disposed boy—and with harmful effects to his school-fellows."

This is an extract from a letter which I, as the headmaster of a school in a socially deprived area, felt it my responsibility to write to my child guidance clinic early last summer. The opinion expressed was based on acquaintance over the last

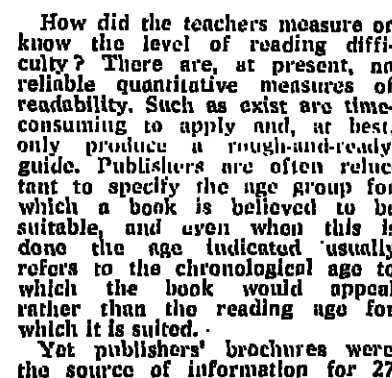
Mary Vaughan

I am haunted by those unfortunate Wilshire sisters (Talkback, May 21st), at the mercy of teachers defined by their parents as ignorant, arrogant, cowardly and indulging in "gross and malevolent interference with their education", as well as having a "limited and distorted view of what education is, all about".

I hope a red alert about these monstrous pedagogues has been sent not only to those responsible for education in Bristol, but to the

The logo for 'TALKBACK' is a stylized, high-contrast graphic. The word 'TALKBACK' is written in a bold, sans-serif font, slanted upwards from left to right. The letters are white with a thick black outline, set against a black background that has a grainy, textured appearance. The entire logo is tilted at an angle, matching the slant of the text.

What factors influence teachers' choice of fiction?/Are child guidance clinics doing their job?/In defence of homework



Many teachers emphasized the far-reaching effects of the increase in book prices. Several said they now have difficulty in maintaining present stocks (ie, replacing lost or damaged copies) and therefore can give little attention to extending or updating their stock. Others said that while they would prefer

their paperback editions because of the high durability they are obliged to buy paperbacks because of the price, and this is a serious perpetuating problem since paperback sets need replenishing annually. It is not surprising that the price was accorded a high priority in the school librarians' responses. In children's fiction has attracted the great deal of discussion in recent years. Many teachers have become aware of the need for more good novels dealing with genuine working-class environments. This need has been emphasized in the curriculum for the past five to 10 years. The evidence of this survey suggests

Many teachers indicated that their criteria for selection are pre-determined by such factors as external examinations and prices. The near impossibility of keeping up to date with new publications gave rise to several specific appeals for some sort of "year book" (presumably similar to Elwyn Moss's *Children's Books of the Year*) and more extensive and reliable information from publishers.

W. P. Nicholson is a postgraduate student at the University of Leicester. At the time of the survey he was lecturer in English at Sunderland Polytechnic.

lack acumen in identifying the child in distress who will become the disturbed child and usually, the child who is "labeled" after the head has played his part by filling the referral papers, the referral agencies may say (if asked; they do not normally volunteer information) that the child will not be seen for six or 12 months because of the waiting list of "more urgent cases." By that time the child has usually produced more disturbed symptoms and is pressing his claim to be regarded as "urgent case" himself. Then, the educational psychologist comes into his own.

When he learns that the child has hurled a brick at another child, causing him to be taken to hospital, when he has been caught stealing, when he causes a scandal by exposing himself sexually in the neighborhood, then the psychologist is on familiar ground. This is a crisis. He knows what to do.

He telephones, makes an appointment, and visits the head teacher.

He is disarming in his sympathy with the difficulties the school has been undergoing for—How long is now? Yes, well, the child's name is being put down for a place at school for the maladjusted. The clinic have not actually got time to treat this type of lad, but it ought not to be more than about nine months to a year before a vacation occurs.

I have the impression, from conversations with local teachers of the age-groups that infant school children are not interviewed as a matter of policy, that children in the first and second years of secondary school are not seen "to allow them to settle", and that they are not seen thereafter because they are too old to be treated successfully. Dismissal of children is not, in my view, the residue of trustless use with the child in crisis.

It seems to me that a crisis, indeed, is mushrooming around child distress, and that the child guidance clinic is its non-clearing house.

It is fair to ask whether the clinic is equipped with the expertise to identify a problem only when it has reached crisis proportions? Are there clinics which essay some preventive thinking as part of their policy? In what ways are other professions responsible for the growth of the crisis industry? Are teachers responsible, and perceptive enough, to identify the child under

enough to identify the man who was the stress who will become the child in distress. Have the social services, with their knowledge of the child's family, not a part to play?

So what happened to Ian? Happily the child was not called upon to apply their expertise to this boy's problem. There was another domestic crisis over Christmas, Ian slammed the door behind him, stayed out overnight, was found skulking behind some shops by the beat policeman, taken to a place of

The writer is a headteacher in an EPA primary school.

dead loss for those wishing to speak that language, and the "chemical formulae" are a dreadful handicap to aspirant chemists.

To turn arrogantly and ignorantly (because like most teachers, am also a parent) to the family know best, five of our six, all now in their 20s, went to university and did well and happily there. (The sixth couldn't be lured out of hospital work except by matrimony.) In their school days, they worked and played long hours, realizing

that a maximum of three hours of classwork in a subject weekly would have to be supplemented and expanded by homework, which they cheerfully did, little guessing how this narrowed their outlook.

They also managed, and still do, to go to church and practise their

faith in word and deed; to make
and enjoy assorted musical noise
to read eclectically and in various
tongues; to enjoy each other
company and that of their parents
to range the globe during holidays
largely paid for by "Saturday
jobs"; to be, half of them, out-
standing in sport; to fill the hours
and their lives with friends
assorted nationalities and colours
to reach professional standards
cooking (both sexes) and dress-
making (girls). And this is a
abbreviated list.

However, I passed the Wiltschko diatribe to the youngest for his consideration. Ignoring as I believe her initial comments that the authors were "nutters", she says:

"Thank God you allowed us to take homework for granted. We

needed it to "top up" and make full use of what we were taught in school. We certainly didn't miss out on all the things those girls are deprived of (No household chores—lucky things!) and neither did our classmates or friends. Maybe if you'd gone early to bed leaving us "tolling" and "grinding", we might have felt sorry for ourselves.

"We certainly would have if you'd shown such hostility to and hatred of our teachers whom we mostly liked. But, though we didn't stop to work it out then, I can see now that parents and teachers wanted the same thing for us—the best that we could be helped to achieve."

Thank you, Allison. I entirely agree.

**JULY
ISSUE**

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EXPLORING MARS
Gaelle Martin
HOREMIES TOMB DISCOVERIES
Ruth Aden
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Classified Advertisements

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Nursery Education

Deputy Headships Senior Masters/Mistresses

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(London Borough)
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THE MAPLES NURSERY SCHOOL,
18 High Street, Acton, London, W.3.
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Scale 2 post.
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Environmental studies

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If the world is to flourish...

By Philip Neal

There is nothing new in an environmental approach to learning. Progressive teachers have used their surroundings as an aid to teaching and as a stimulus for the child's general educational development. Recording the weather, collecting for nature tables, observing daily events of school life, discussing the pupils' journey to and from school—all these have been used to bring realism to number work, creative writing, science and art.

The most effective reading schemes have drawn on pupil experience. Geographers have gone into the field and rural science teachers have brought their farm to school. Children are interested in everything that goes on and school should not keep them shut away from what happens outside or from the seasonal changes of the natural world. Streets and shops and other urban excitements can provide first-hand experience.

As secondary pupils they can develop a sense of responsibility for their environment and they ought gradually to formalize their own environmental studies. Although environmental studies generally begin with local surroundings, they aim to widen into an appreciation of the world scene and the underlying ecology that must be grasped if the environment is not to be endangered. Perhaps what is new is that the majority, rather than the minority, of teachers are now aware of the importance of this environmental approach. They are also aware that school leavers must have learnt environmental responsibility if the world is to flourish.

In 1974 the Schools Council Project Environment identified three important areas: education from the environment, education about the environment and education for the environment. For most people education for the environment is probably the most important.

Many school teachers have become increasingly convinced that learning cannot be separated into subject areas. Reading cannot be divorced from writing or number, creative arts from written and spoken language. It follows that these cannot be separated from the environment in which the child lives. By the age of five he has a coherent and consistent picture of his world.

Environmental studies at this level are seen as the embodiment of the total educational process, an exploration of the pupils' world and never as a separate subject discipline. The skill of using the environmental approach at this level is to steer enthusiasm along sound educational channels. Throughout the primary stage the teacher must remember the sequential development of concepts so that real understanding is built on previous experiences. It is at this period that basic vocabularies and skills should be developed on which later studies can be founded. This approach demands more of staff time and effort, but its results, both direct and indirect, make it worth while.

The middle years of the child's development should see a move into deeper studies of the environment based on first an integrated approach using observation and moving into the usual subject areas. Thus, local history, science and geography will emanate from this trunk of environmental understanding, splitting into specific branches in environmental studies or environmental science. These will deal with their particular syllabuses in a way as disciplined as those of the more traditional subject areas. It is to be hoped that all children will regularly work outside the classroom and develop their experience from the school estate, through the neighbourhood (town or country) and possibly further afield by living in a different environment.

The need for a clear understanding and appreciation of the progressive nature of this make it an important curriculum development area, one which will be discussed at the September conference of the National Association for Environmental Education at Milton Keynes. The search for patterns and interrelationships of environment features, both locally and nationally, must be made. An emphasis should be placed on conservation and the action of man. At about the age of 14, pupils will have to choose subjects and specialisms; inevitably some will contain clear environmental material. Geography and biology always occur, and often geology and rural science.

Those convinced of the necessity for an environmental content in education must study the syllabuses of all subject areas to try to have environmental information included in them wherever appropriate. For instance, the hydrological cycle could appear in the chemistry syllabus in one course, in the combined science syllabus of another, or in geography elsewhere. No matter the particular course followed, provided a basic balance of specialisation is ensured, the child will leave school having had the opportunity to study in a clear way all

the major environmental concepts. Certainly all option schemes now should include one for environmental studies or science at CSE and O level, and provide a foundation for appropriate A level courses. Again, and perhaps even with more urgency, school studies should not be confined to the classroom. Teachers should make full use of field study centres, urban study centres and local museum services. With the added restrictions of the present economic crises, such activities may have to be cut. Once more it must be emphasized that local school resources and those of the immediate neighbourhood are too often undervalued and underused. School can help here. Sufficient enthusiasm broadly spread invariably leads, even now, to enough money. Parents are more likely to support something directly identified and owned by the school than a general contribution to a school fund. My school, admittedly secondary and large, has established and maintained a country study centre in Wales, a narrow boat on the canals and three vehicles for transport, and this in a mixed industrial and residential area.

At 16-plus all general studies courses should include some environmental work so that pupils who go into specialist careers understand the importance of the ecological relationships that span the separate disciplines. Every sixth-form student should be allowed to study an environmentally based subject. More environmental study or environmental science courses leading to A level, O/A or CSE, should appear. The choice of such courses is growing rapidly under the stimulus of NAEF members.

Resource material provided by television and film should be used to the full in order to study the wider world. Appropriate observational or investigatory project topics, however simple, should be encouraged for those travelling to distant places. At every stage there must be "education for the environment". Basic self-discipline can arise from an appreciation of the world around and the people in it. Codes of conduct, statutory and social, should become second nature to each student by the time formal education finishes, even at the minimum leaving age.

Full objectives and detailed aims for all stages of schooling for environmental education are needed urgently. The NAEF are actively engaged in producing this and, it is hoped, it will be available generally after the Milton Keynes conference.

Philip Neal is general secretary, National Association for Environmental Education and headmaster, Perry Common Comprehensive School, Birmingham.



A little owl... RSPB/Michael W. Richards

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A call for commitment

Science syllabuses must incorporate a knowledge and understanding of
environmental problems. By Andrew Bishop

It has never been possible to educate children for the world in which they are going to live and work: all we can do is to educate them for the world of today, with slight extrapolation forwards, and hope that the principles we have inculcated will survive and remain valid. Even this is a counsel of perfection and in practice much of education has always had an inevitable similarity to the education received by the teacher himself, five to 50 years before.

The way in which education has slowly become more and more related to the practicalities of life and less to abstract principles is now well known. For further comment, the change from Greek and geometry to needlework and navigation seems totally appropriate to the era in which we live. Science itself appears to many as one of the newer subjects in this sense, but in a way most GCE syllabuses are still concerned with a "classical" view of science.

The rigorous approach of the classical scholar is still to be found in school science, quite properly of course for more advanced work, but I am quite certain that too great a degree of rigour at too early a stage is one of the reasons for the unpopularity of science with many children.

In the last decade and a half two major influences have been at work in science education, the "Nuffield" influence, very much an academic one, which has attempted to develop children's appreciation of scientific principles by encouraging them to experiment and to think things out for themselves (the "guided heuristic" approach) and the "technological" influence, which has been concerned with trying to make sure that our pupils are better informed about the technological society in which we live and better prepared for it.

Both influences have had their vigorous proponents, their new syllabuses and examinations, their detractors and their successes. The great thing we all say, is that progress has been made and science education will never go back to the dreary old days of rote learning and chalk and talk which existed before 1960.

My contention, looking at all this in 1976, is that it is now possible to see that even these good developments have been mainly intro-spective and have shown us looking at science and science education as something which could be set apart from the rest of the child's world—and this has been the reason why the success has been only partial.

I am convinced that the main reason for the antipathy, shown by young people towards science dur-

ing the last decade has been that we have considered it in isolation and not as a part of the whole curriculum.

There is no doubt that today's young people are more concerned about the major problems facing mankind than any previous generation—and science, which is the obvious scapegoat when it comes to taking the blame for many of these problems, is guilty of appearing to ignore them completely. Science education has, until recently and in one or two limited areas, made no move to involve itself in the way in which it must if children are to see it as a significant part of their general education.

Most readers will, I imagine, be in general agreement with the theme I have so far been developing, but this is where the practical problem starts. Education in any subject has always had to provide both for those who were doing it as part of their general education and those who were intending to continue with it as a career, and this has been particularly evident in science as the requirements of the two groups are really very different.

And whatever the future brings to our threatened species, it is certain that highly trained scientists and technologists will always be required, even though their roles could be very different from what they are today. The design and development of alternative methods of energy supply and personal transport when petroleum first becomes prohibitively expensive and then totally unavailable in the first quarter or half of the next century will be far more demanding than the relatively simple matter of making minor improvements to existing equipment which is the principal concern today.

Similarly, a realization that the running out of the raw material of the petrochemical industry will mean the end of plastics, detergents, fibres, insecticides, from this source will pose totally different technological problems from those we have so far experienced. So whatever changes we make in school science, we must ensure that our future technologists, experts, have a proper grounding, but at the same time we must teach a form of science that is clearly and unequivocally committed to studying, and examining possible solutions of, Man's problems.

That this is a matter of perspective rather than a case for further major alterations to syllabuses is confirmed by at least one new book from the United States (*Chemistry in Modern Perspective*, Glen Gordon & William Zoller) designed for a one-semester university course for

non-specialists, and written completely from this standpoint. They are more enlightened teachers, in fact, already teach what science they want, but for most children it is the syllabus and the examination which determine what is in the syllabus and what is asked questions about which define the subject. Our science syllabuses must be modified to incorporate a knowledge and understanding of environmental problems and our examinations must ask questions about resources and conservation, and we must not shrink from including economic and moral considerations.

Perhaps it is in this area that there is a valid indictment of the scientist and science teacher. We have always allowed ourselves to think of the scientist as having no responsibility of his own but as the adviser who only gives advice to politicians, industrialists, who then make the decisions.

Perhaps we shall be better able to interest our students in a subject which admits its responsibility, which can say, in effect, "We science is to blame for some of the mess the world is in today; it has released its discoveries, an unsuspecting and unprepared world without due thought for the effects, but it is our only hope for the future."

This will turn science into a challenge, a subject in which people can become personally involved without feeling that they are setting themselves off from the rest of society—in fact a "humanity".

It is clear to us all, I think, in mankind is on a collision course, the main point for debate both when the crash will occur. Education must involve itself, with a considered attempt to help, in this generation to understand the threats and uncertainties of the environmental "doomsday" approach to it. I am advocating—and to do this at least one subject in the curriculum must accept responsibility.

In my view this is where science comes in and if it can lose its excessive and student objectives and develop a pride in itself as a supreme human activity, if it can learn to be interested in the ecological and human effects of its discoveries as well as the discoveries themselves, science education will become a major and responsible factor in helping man to recreate a future for himself.

Andrew Bishop is editor of *The School Science Review*, published by The Association for Science Education.

The country house—an untapped resource

By John Hodgson, curator, Sudbury Hall, Derbyshire

The image is still wrong. Then they stood remote in their parks, defended by surly keepers. Now they are just a nice day out for the family, even places of mass entertainment. As a result schools have quite failed to realize the potential of our country houses as an outstanding educational resource.

Yet they can offer material to stimulate the young at every level of awareness, sensual, intellectual, spiritual. There are topics for almost every school subject and for interdisciplinary studies. A working estate presents a microcosm of society, easier to understand than a town or a nation. A country house remains one of the few places where a child can be astonished into an awareness of beauty and fineness. And yet we hardly use them.

Teachers are not entirely to blame for this. In the past owners have been understandably nervous of children, and have hardly set out to welcome them. This attitude has been encouraged by those few so-called teachers who seem to consider that they have finished their task once the coach has arrived: the children pour out, they fidget and interrupt the guide, then, for want of something more interesting to do, they throw stones into the lily pond or make faces through the windows.

The owners are not educationists. They and their staff often have little idea how to cope with school parties. Nevertheless, they have now seen enough well-organized classes to appreciate what is possible, and they are ready to welcome more, for they recognize that the survival of historic buildings depends, in the long term, on an educated society.

As a result the Historic Houses Association have designated 1977 as "Heritage Education Year" in the hope that it will stimulate contacts between owners and teachers. As a measure of support for this private initiative the Department of the Environment have found money for a project "Education and the Country House Estate", and are about to appoint an education officer for some of their own properties.

It has been appreciated that teachers may grow at the thought of yet another year of demands for

special projects, so efforts are being concentrated on setting up educational units at houses, though this will need help from teachers if anything worthwhile is to emerge.

The National Trust are also taking a new look at education, though their prime concern is, and must always be, the conservation of their properties. The Trust are happy to welcome responsible educational use of their many houses, estates and areas of countryside, and an increasing number of schools are becoming junior corporate members at what is now a bargain price of £10 to cover the admission of as many booked parties of 20 as can use the ticket in a year. Open days for teachers have also been arranged at some properties, and teachers making preliminary visits to houses are admitted free and given a guidebook to help them to prepare for a class visit.

At Sudbury Hall in Derbyshire, thanks to support from the local authority, the Trust are also responsible for one of the only two houses in the country with an education officer and a comprehensive educational programme, including activities for individual child visitors. In addition to a magnificent Caroline house there are a museum of childhood, a lakeside garden and a seventeenth-century village, and educational material is available for the study of all of these.

Lord Montagu's estate at Beaulieu also has a well-established and wide range of educational activities, run by Graham Carter, the newly appointed adviser on education to the Historic Houses Association. Activities include nature trails, guided tours of a woodland nursery and a bird sanctuary, river studies, and farm and museum visits. Beaulieu, too, offers a variety of supporting material, including teacher packs, and new services are continually being introduced.

Among privately owned houses which have embarked on educational programmes are Longleat, where work-packs are being prepared by a panel of local teachers, Doddington in Lincolnshire, Holme Pierrepont in Nottingham, and Claverton Manor, Bath (The American Museum in Britain).

Some museum authorities provide activities at houses, too. Perhaps the most notable are Clarke Hall, Wakefield, and Cusworth Hall, Doncaster, both involved in exciting experimental work. At Clarke Hall school parties arrive in period costumes they have made themselves, and they can participate in traditional activities such as spinning and butter-making.



Capturing an awareness of beauty and fineness.

In all these examples the initiative has come from the owners or administrators of the houses. During European Architectural Heritage Year, however, a number of schools based their work on country houses, and future developments must to some extent grow from the demands and advice of teachers.

At present a child is lucky to take part in a school visit to a country house once in his career, and if this visit is a failure he may well decide not to visit another one. Even if the visit is a success, the

experience, however enjoyable, is bound to fade with time. The English country house and its garden are probably Britain's greatest aesthetic contribution to western culture, and it should be the right of every child to become familiar with this rich heritage. He needs to be prepared for the experience—overwhelmed by these places; he needs help in enjoying them to the full with both eyes and brain; and he needs to have the experience reinforced, both by subsequent work and by visits to other houses.



Photograph courtesy of West Mayvra Field Centre.

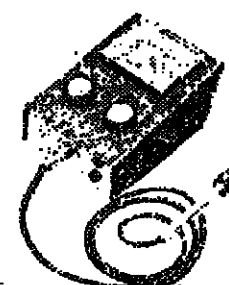
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Fieldwork at Flatford

Ann Jones on courses run by the Field Studies Council



Studying fresh-water biology.

D. J. Pammett

Whatever the value of practical work in the laboratory for those doing A level science, it has long been recognized that there is no substitute for going out into the field. Every year about 12,000 pupils go on courses run by the Field Studies Council, which runs nine centres in England and Wales, offering a week of practical work in different environments, from granite cliffs to fresh water streams, and a chance for pupils to work on projects which will broaden the base of their A level studies.

Sixth-formers doing biology in Guernsey recently spent a week on an ecology course at the Flatford Mill field centre, East Bergholt, Suffolk. The FSC own some choice properties—Flatford, which once belonged to John Constable's father, is leased from the National Trust. It was the first of the centres and opened in 1947. Students sleep in Willy Lott's cottage while the mill stream rushes past the windows and tourists walk along the other side of the stream.

During their week they explored the ecology of the river Stour, and looked at plant growth on the shingle benches of the Suffolk coast. They spent a day studying woodland, another on salt marshes, and finally spent a day studying individual projects. One group looked at rookeries, attempting to discover whether rooks have changed their habitat as a result of Dutch elm disease, while another studied reed growth on marshes which were once salt and are now fresh water. Other topics included the effect of sewage on stream life and the results of hedgerow spraying—all subjects of topical interest.

Students on field courses work hard. They start at 9.30 a.m. and are often still in the labs at 10.30 at night, but all those I talked to were full of enthusiasm at the opportunity to get down to practical work. They pointed out that doing something yourself is the best way of learning and remembering theories of analysis into practice. F. J. Bingley, warden of Flatford for more than 20 years, enjoys picking out the star turns among ablest-formers, many of whom return again and again as students and researchers.

A visit to a field centre was par-

like a mixture of the best. Charles Sinker, director of the FSC, says that 80 per cent of field centres are A level science, ecology, geology or biology, but although education cuts have slightly reduced the numbers, Sinker says that 80 per cent of British school children are no more than 50 miles from a centre. In a London schoolmaster, are a reported clarity, but each centre has to pay for itself from its fees, though they receive occasional donations (recently including £120,000 from an anonymous woman).

"Although we are outside the state education system, we are very conscious of our responsibility to it," says Mr Sinker. The centres also run courses for adults on intriguing subjects as the natural history of churchyards or "a weekend with the budget". Many of these are particularly suitable for teachers concerned with the environment, and are aimed at teaching them new techniques, helping them cope with their pupils' fieldwork and expanding the knowledge of such complementary fields as photography. Some centres also host Open University summer schools and university field courses.

A new venture in 1971 was a day centre in Epping Forest, run by the City of London Corporation to mark European Conservation Year. Only 12 miles from St Paul's it is used by schools in Hertfordshire, Essex and Cambridgeshire, while five London boroughs and a few general curriculum objectives which cannot be achieved through such a project—literally on the doorstep of a school. Such a topic of study is particularly appropriate now with urban redevelopment affecting small towns as well as large.

Some old streets have already been lost. In King's Lynn New Court Street is now part of a precinct and though the buildings have remained, the course of the old street has changed. Appropriately enough the precinct conservancy is today something of the atmosphere of a medieval shopping centre when it was customary to walk in the middle of the street. In the same town Coronation Square (for Victoria) has given way to blocks of Victorian terraces with evocative names have made way for progress.

A detailed study of the streets of the city could become a valuable archive in the years to come. Aerial photographs, Ordnance Survey maps, old maps (such as those in old guidebooks or local histories) and fieldwork can define the course of the streets in the past and sometimes help to illuminate the reasons for a non-stopping change of direction. This former course of a stream, streets by St Nicholas's Chapel and the former direction of a meander of the river Ouse before it was straightened in the nineteenth century. New stimuli also caused the building of the railway system in the nineteenth century, which affected the landscape of many towns since it encouraged growth in the railway's crazy neighbourhood.

Mr Sinker points out that the centre provides teachers who have plenty of practice and knowledge of field work, and enough of the right equipment. "Ecology is a very small part of the school's work—100 per cent of our work."

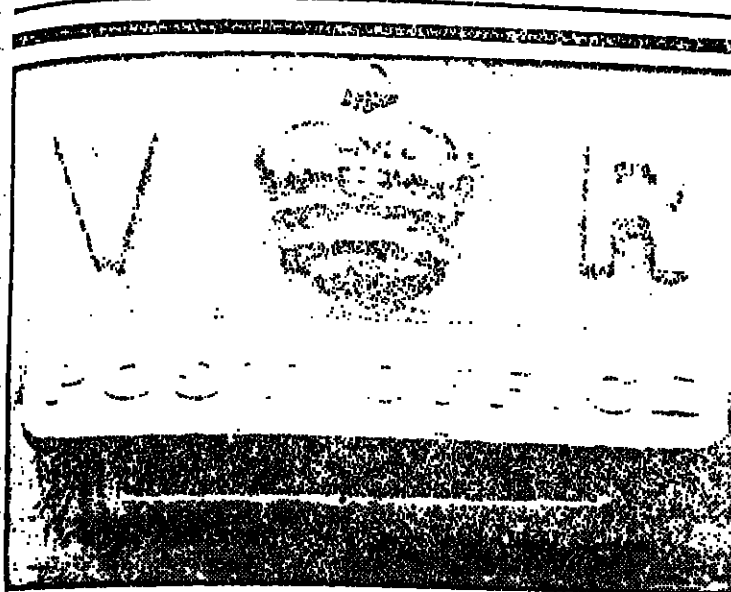
Epping is an astonishingly rich in interest. It includes ancient woodland, a royal hunting forest, varied geology, heath, open water, the Lee Valley and towns, both old and new. The Field Studies Council have benefited greatly from the interest in the environment—it has been an expanding market for 30 years, and it just started to flatten off in the early seventies, says Mr Sinker. Those who come on courses, whatever their age, have the opportunity to broaden their knowledge of a subject, which has come to be increasingly valued.

"We try to lead people into a better understanding of our own environment," says Mr Sinker. "And that is aimed at everyone, not just at students."



Enjoying the sheep pen.

Patricia H. Miles



Victorian letter box.

Doorstep study

Savain on using the urban environment

History, or even the history of a specific street, can become an intriguing topic in school. It can involve original work from documents, maps, photographs and old newspapers, research in local and national history reference books, oral testimony from old and not-so-old inhabitants using a cassette recorder.

Above all, it can mean firsthand field observation in the street—close scrutiny of field evidence and the meticulous recording of details in sketch, statistic, photograph and prose. Ultimately such a study leads to synthesis and analysis. There are few general curriculum objectives which cannot be achieved through such a project—literally on the doorstep of a school. Such a topic of study is particularly appropriate now with urban redevelopment affecting small towns as well as large.

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"We try to lead people into a better understanding of our own environment," says Mr Sinker. "And that is aimed at everyone, not just at students."

And on that farm...

By Meline Hartcup

For more than a year, now, a group of eight people, five of whom have been planning an unusual rural way of life in Wales.

McDonald's Farm, where they live and work, will come to be known as a place where organic agriculture, co-operatively managed, with a scheme to give children from towns and cities an introduction to this kind of rural life. It is also hoped to accept students of organic husbandry and food production, who will work on the farm as well as in controlled trials and experiments.

The starting point of the experiment is the wish to steer clear of the pollution of soil and animals and the basis of most modern farming. The use of chemically based fertilizers, herbicides and pesticides leads, in their opinion, to the deterioration of soil structure, the build-up of toxic waste matter and the broadening of natural resistance to disease in animals.

Work at McDonald's Farm will aim at improving the fertility of the land by using animal and crop manure, natural mixture of stock and where necessary, rather than chemical medication. Students will get practical experience of animal husbandry, arable and grassland cultivation, making compost, harvesting and conservation, and fruit and vegetable growing.

Children visiting the farm will also have a close-up view of all these activities. It is hoped that they will come from adventure playgrounds, youth clubs and single parent families, and that they will include children in the care of local authorities.

So the qualified teachers at support.

It is interesting to note that a long street or road leading out of a town centre to the suburbs can be used as a linear time chart in brick and stone recording Regency bow windows, straight Victorian terraces, Edwardian bays, inter-war semis and post-war town houses in quick succession. Such a sequence makes an excellent history in a street study rather than the history of a street, and lends itself particularly to the construction of a tape-slide presentation.

Plaques, headstones and foundation stones can be linked to newspaper accounts mentioned in the files of the local library or newspaper office. Other street features may be rich in some towns and non-existent in others, such as marriage marks above doorways, masons' marks, crosses, letters and symbols, old shop fronts, old trade signs such as those of the haberdashery or pawnbroker and cobblers or evidence of former cobblers.

Few streets are without "furniture" however. Street furniture is the name given to features such as bollards protecting pedestrians or spur stones protecting the corners of buildings. Railings, seats, fountains and even the occasional horse trough can sometimes be seen. Some houses still display fire-escapes—relics of the days when roads were muddy and dirty and scrapers were as necessary outside a town house as they often are today outside a farmhouse. Letter boxes with the royal monograms are other common items.

Old photographs of the streets are worth looking for, such as those in the Batsford series of Victorian and Edwardian photographs or in the many local collections such as the Irvine (Lynn's) *Fenny's Album*, with photographs of Windermere and Rowness. The street of 100 years ago can then be compared directly with the same street today and the function of items such as the footcrops are often made clear. There are several modern illustrated guides to the features which are likely to be seen in a street survey such as my *Looking Around in Town and Country* (Franklin Watts). Textbooks for use in school include the *On Location* series edited by Henry Puckrope (Mills and Bown) and my *Lively History series* (Thulton Educational Publications).

Surnames of shopkeepers can be compared with those listed for the streets in a Victorian or Edwardian directory. Indeed the trades and occupations of these people can sometimes be plotted on a street map to show how the street functioned 50 or 100 years ago. Comparing the present day are instructive and evocative names can be found in the electoral lists. Census returns can also be used for it is possible to obtain the detailed census enumerators' reports for specific streets a hundred years ago or more. These list the occupants of each house and include details such as age, occupation and birthplace.

A street history will involve study of the houses—details of building materials such as stonework (presence of quoins, pediments, etc), brickwork (types of bond used), windows, doorways and chimneys. Smaller bricks were in use before the end of the eighteenth century, for specific streets were not in use earlier than about 1650, and brick windows can usually be assigned to a period earlier than 1851 when the notorious window tax was repealed.

There are exceptions, as when "bricking-up" was done to create an ornamental or symmetrical effect, but generally speaking the dating of houses is not difficult.

McDonald's Farm would work with both children and student visitors, as well as taking their turn at all other jobs. They also consider doing outside teaching to provide regular outside finance for the scheme.

For of course finance is a big problem, and it is hard to see how the group are going to find the funds to acquire 40 or more fertile acres, living accommodation, stock and machinery. They hope to get charitable status for the children's and students' project and expect guidance from the Soil Association and the Henry Doubleday Research Association.

Well-wishers and potential applicants should write, enclosing a stamped addressed envelope, to McDonald's Farm, c/o Dyffryn Bargoed, Drefach Felindre, Llandysul, Dyfed SA44 5UJ. It is a brave venture, which deserves the qualified teachers at support.

active applicants for the 15 places on this course.

THE FIELD STUDIES COUNCIL

A-level students are offered a real opportunity to study the environment at first hand on residential short courses at nine Field Centres in England and Wales; adults, too, may attend a wide variety of courses. A Day Centre in Epping Forest caters for school pupils of all ages from the surrounding area. Each Centre has well-equipped laboratories and resident, qualified tutors. For full details please write to The Information Office TES, Field Studies Council, Preston Montford, Monfort Bridge, Shrewsbury SY4 1HW.



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The teacher's guide to the theory and practice of environmental education with special emphasis on the urban environment and general ecological problems. BEE includes articles and study ideas from active teachers and creative environmentalists, and news and reviews of interest to all concerned with the environment. During the summer BEE will be launching its own School Council Project: Art and the Environment, and will be the only regular vehicle for information about the Field. Subscription £4.50 a year. SAE for details of past issues and offerings.

Town and Country Planning Association, 17 Carlton House Terrace, London SW1

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SCHOOL SAFARI

An interesting adventure into the fascinating world of animals. Our School Safari Centre contains a Lecture Hall for up to 120 persons and a walkround museum full of interesting specimens and photographs. The Educational Programme consists of a visit to our School Safari Centre for a lecture and slide session and includes, at specially reduced school prices, a tour of our Wild Animal Reserves, Dolphinarium, Reptile House and Monkey and Mammal Aviary.

PRICES Summer Season (1st April 1976 - 30th Sept. 1976) 80p per person all inclusive no extra.
Winter Season (1st Oct. 1976 - 31st March 1977) 60p per person all inclusive.

A school meal is available on request.

For further details: EDUCATIONAL OFFICER, WINDSOR SAFARI PARK, WINDSOR, BERKS. SL4 4AY. (Including s.a.c. Telephone: WINDSOR 69842.)

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SECONDARY
Science continued

DEWENSHIRE
NORTH-EASTERN GRAMMAR SCHOOL
Chatterfield
Gr-12th/10th/11th. 1976-77
A graduate TEACHER in charge of the
with the School.
Applications, on forms, giving
details of qualifications, experience
sent to the Headmaster at the
School, or to the Director.

DEVON
**CHURCHILL SCHOOL &
COMMUNITY COLLEGE**
Assistant Teacher (scale 1-10)
to teach Science (11-12 years)
to teach CHEMISTRY (11-12 years)
to teach PHYSICS (11-12 years)
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to teach MODERN LANGUAGES (11-12 years)
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to teach ARTS (11-12 years)
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City of Manchester Education Committee

Unless otherwise stated, all posts are available from September, 1976 and all other particulars, are available from the Head of the School to whom the application should be sent.

SPECIAL SCHOOLS

SCALE 1

CHURCHILL SCHOOL,
Middleton Road, Manchester
M14 6JZ

Teacher for TECHNICAL STUDIES

The school has a well equipped workshop to offer facilities for Woodwork, Metalwork, brazing, masonry, stone-cutting and painting.

Teacher for HOME ECONOMICS. There is a very well equipped room which caters for both girls and boys. Scale 1 posts may be available for suitably qualified and experienced applicants.

SPECIAL SCHOOLS

SCALE 1 Plus

RIVERBIDE SCHOOL,
Barlow Hall Road, Chorlton-cum-Medley, Manchester M21 2JJ

Qualified teacher for temporary appointment for 1 term only, autumn 1976. Suitable for experienced teachers. Application forms should be returned as soon as possible.

WHITWORTH SCHOOL,
Minton Street, Moss Side, Manchester M14 6JZ
Tel: 226 2079

Required for September, 1976 or as soon as possible thereafter on holder temporary full-time PRESBAPTIST SCIENCE teacher with responsibility for Senior Welfare.

Prospective applicants are welcome to make an appointment to application forms should be returned to the school as soon as possible.

Re-advertisement
WHITWORTH SCHOOL,
Minton Hall Road, Chorlton-cum-Medley, Manchester M21 2JJ

Endowed teacher to teach (evening time) at this school for 120 sessions will be given to new-appointees in special education. Application forms should be returned as soon as possible.

SCALE 3

Re-advertisement
ST. GREGORY'S GRAMMAR SCHOOL,
Higher Ardwick, Manchester M14 6DR

Suitably qualified and experienced teacher required for January 1977 or earlier if possible, for the following post in the 11-18 (Ordnal Selective School) for Boys.

Head of Geography

To be responsible for the organisation and teaching of Geography throughout the school.

SCALE 2

Re-advertisement
ST. GREGORY'S GRAMMAR SCHOOL,
Higher Ardwick, Manchester M14 6DR

Suitably qualified and experienced teacher required for January 1977 or earlier if possible, for the following post in the 11-18 (Ordnal Selective School) for Boys.

Teacher of HISTORY to C.S.E. and O level standard. An interest in the development of integrated knowledge desirable. Salary according to experience and qualification. Previous experience of or for new entrant will be considered if they notify the headmaster.

SCALE 1 Plus

ALL HALLOWS' R.C. SECONDARY SCHOOL,
Calve Croft Road, Peel Hall, Manchester M24 5FU

Teacher of HANDICRAFT with special emphasis on WOODWORKING. The teacher is at present responsible for the teaching of Metalwork. All pupils follow a Lower School Woodwork in Upper School Woodwork. The Lower School Woodwork post is an optional subject, the post is open for an experienced teacher wishing to widen his experience or for a new entrant to the profession. A scale 2 post is available for a suitably experienced applicant. Application forms should be returned as soon as possible.

SCALE 1

BURNAGE HIGH SCHOOL,
Manchester M18 1BU

Temporary teacher for one term (September/December) to teach GENERAL SUBJECTS to SLOW LEARNERS in Lower School with some Mathematics up to C.S.E. standard.

Re-advertisement
HARPUURRY HIGH SCHOOL,
Dunelm Road, Manchester M14 6DR

A teacher of MATHEMATICS (S.M.F.) and the SCIENCES.

NOTTINGHAMSHIRE COUNTY COUNCIL

EDUCATION DEPARTMENT

Applications are invited from suitably qualified TEACHERS for the following posts:

GLAISDALE COMPREHENSIVE SCHOOL,
Winkworth Crescent, Bilborough Nottingham NG16 9P

Headmaster: J. F. Armit, J.P.
Mixed: 750 11-16

For September, TEACHER (Scale 1) of BIOLOGY and GEOGRAPHY in full parts. Courses up to C.S.E.

Applications will be sent to the Headmaster, with names of two referees, as soon as possible.

REDNIDGE

(London Borough of)

MAYFIELD SECONDARY GIRLS' SCHOOL,
Christy Gardens, Chaudwell Heath Hford, Essex.

Acting Headmistress: Mrs. D. Welling

Required for September 1976 or as soon as possible thereafter a qualified Scale 1 TEACHER to take GENERAL SCIENCE in the lower form and PHYSICAL EDUCATION throughout this girls' secondary modern school.

Please apply by letter to the acting head of the school as soon as possible giving age, education, qualifications and teaching experience, and naming, if possible, two referees.

18th July, 1976.

59

Wellingborough Weavers School
(Weavers Road, Wellingborough)

Required September, a

Master/Mistress

to teach in the Technical Subjects Department which is housed in a purpose designed block. Woodwork, Metalwork/Engineering Workshop Theory and Practice and Technical Drawing are all taught to CSE and 'O' level. A small number of pupils follow these to 'A' level.

Weavers School is a developing co-educational comprehensive school (roll in September 1,030 including 70 plus in 6th Form).

Application forms and further details available from the Headmaster (s.a.s.) to whom completed application forms should be returned as soon as possible.

Northamptonshire

Education Department

METROPOLITAN BOROUGH OF STOCKPORT

Required for September, 1976:

Kingsway School, Foxlands Road, Cheadle

TEACHER FOR CAREERS/ COUNSELLING (Ref. 273/TES)

Scale 1

A Probationer teacher who has had some training in Guidance and Careers work would be considered. Candidate will be required to do some teaching, preferably one of the Humanities subjects.

Bramhall High School, Seal Road, Bramhall.

TEACHER OF PHYSICS (Ref. 275/TES)

Scale 1

Nuffield Courses are followed throughout the Physics Department and Nuffield Course Science in the Lower School. Applications for part-time appointment would be considered.

Application forms from the Director of Education, Town Hall, Stockport, (citing reference and return to the Head Teacher by the 12th July, 1976.

County of Cleveland

SECONDARY SCHOOLS

All secondary schools are mixed Comprehensive Schools

11-16 SCHOOLS

SENIOR TEACHER

BYDALES SCHOOL (Roll 1,208) Marlborough Road, Marden, Redcar, Cleveland (Tel: Redcar 2235)
Required for September or as soon as possible thereafter, a teacher to exercise overall supervision of the Lower School and to administer school examinations. Applicants should state specialist subjects.
(Closing date 10 days after the appearance of this advertisement.)

SCALE 2-ENGLISH

SHERATON SCHOOL (Roll 983) Ketton Road, Stockton, Cleveland, 1978 BU (Tel: Stockton 815241)
Required for September, 1976, a teacher to be second in the ENGLISH Department.

SCALE 1-PHYSICS/COMBINED SCIENCE

SALTBURN SCHOOL (Roll 784) Corporation Road, Redcar, Cleveland (Tel: Redcar 7221)
Required for September, 1976, a teacher for PHYSICS/COMBINED SCIENCE.

11-18 SCHOOLS

SCALE 3-ENGLISH

ENGLISH MARTYR R.C. SCHOOL (Roll 1,541) Calvale Road, Harrogate, Cleveland (Tel: Harrogate 3790)
Required for September, or January, a teacher to be second in the ENGLISH Department.

SCALE 1-HOME ECONOMICS

WIGLESCLIFFE SCHOOL (Roll 1,322) Uxley Wood Road, Eaglescliffe, Stockton, Cleveland, TS16 5LA. (Tel: Eaglescliffe 782405)
Required for September, 1976, a teacher for HOME ECONOMICS, with a special interest in Needlework.
Further details of the above posts are available from the Head Teachers at the addresses shown above.
Financial assistance with household removal expenses is available in approved cases. Application may be made by letter or on application forms, obtainable from the Head Teachers at the addresses shown above. Applications by letter should include detailed information regarding education, training, qualifications and experience, together with the names and addresses of three referees.
Applications for SCALE 1 POSTS are obtainable from the Head Teachers at the addresses shown above, and should be returned to the County Education Officers, Education Offices, Woodlands Road, Middlesbrough, Cleveland, TS1 8BN, within 10 days of the appearance of this advertisement.
Letters of application and/or completed application forms for all other posts should be submitted direct to the Head Teachers within 14 days of the appearance of this advertisement, unless otherwise stated.

Cambridgeshire County Council Cambridgeshire College of Arts and Technology

Applications are invited for the post of

Principal

The vacancy will occur on the retirement of the present Principal, Derek E. Mumford, C.B.E., M.A. (Cantab), at the end of the 1976/77 academic year. His successor will be expected to take up the appointment on 1 September, 1977. The College is in Burnham Group 8 (present Salary range £11,136-£11,646). The college enrolls annually nearly 2,000 full-time students, of whom over 500 are following CNA degree courses. In addition there are over 7,000 part-time enrolments.

Full particulars and application forms obtainable from the Chief Education Officer, Shire Hall, Castle Hill, Cambridge CB3 0AP. Closing date, 31 July, 1976.

HERTFORDSHIRE COUNTY COUNCIL WATFORD COLLEGE

Applications are invited from suitably qualified graduates for the post of

Principal

of this new College which will be formed in September 1976 following reorganisation of further education facilities in Watford. The College is being formed by the amalgamation of the existing Watford College of Technology and the George Stephenson College of Further Education and will operate on both premises. Both the existing colleges are housed on good sites near to the town centre.

This post offers plenty of scope to candidates with particular interest in the development of technical and further education and the ability to carry through successfully a major reorganisation of facilities. The salary group proposed initially for the new College under the 1976 Burnham Further Education Report is 6. Further details of the post are available from the County Education Officer (Ref: GHM) County Hall, Hertford, to whom applications should be submitted by 12 July, 1976.

County of Cleveland

HARTLEPOOL COLLEGE OF FURTHER EDUCATION

Applications are invited for the following teaching posts:

BUSINESS STUDIES

Lecturer I to teach English and Office Practice

An ability to offer either shorthand, typewriting or a general commercial subject would be an advantage. The successful applicant should be a teacher trained and hold the Royal Society of Arts Certificate in Typewriting and/or Shorthand. Duties to commence on the 1st September, 1976.

COMPUTING STUDIES

Lecturer I Computer Studies

Candidates should have commercial and/or industrial experience. The College has its own I.C.T. 1601 computer and two tape drive units. Appropriate qualifications and experience are required. Removal expenses are payable in approved cases. Further details and application forms obtainable from the Principal, College of Further Education, Stockton Street, Hartlepool, Cleveland. Closing date 14 days after publication of advertisement.

Cheshire

WARRINGTON TECHNICAL COLLEGE

Applications are invited from suitably qualified persons for the following post to commence duties on 1 September, 1976, or as soon as possible thereafter:

Lecturer Grade One in Business Studies

to teach Bookkeeping, Commerce, Clerical Duties and Business Calculations

Applicants should be qualified persons for the following post to commence duties on 1 September, 1976, or as soon as possible thereafter:

Lecturer Grade One in Business Studies

to teach Bookkeeping, Commerce, Clerical Duties and Business Calculations

Applicants should be qualified persons for the following post to commence duties on 1 September, 1976, or as soon as possible thereafter:

Applicants should be qualified persons for the following post to commence duties on 1 September, 1976, or as soon as possible thereafter:

INDEPENDENT HISTORY continued

LONDON, S.W.5
The vacancy will occur on the retirement of the present Principal, Derek E. Mumford, C.B.E., M.A. (Cantab), at the end of the 1976/77 academic year. His successor will be expected to take up the appointment on 1 September, 1977. The College is in Burnham Group 8 (present Salary range £11,136-£11,646). The college enrolls annually nearly 2,000 full-time students, of whom over 500 are following CNA degree courses. In addition there are over 7,000 part-time enrolments.

Mathematics

ESSEX
Qualifying teachers required for September 1976. The successful candidate will be responsible for the teaching of Mathematics to students in the college. The successful candidate will be expected to take up the appointment on 1 September, 1976. The college enrolls annually nearly 2,000 full-time students, of whom over 500 are following CNA degree courses. In addition there are over 7,000 part-time enrolments.

Modern Languages

BATH
Assistant French Teacher for September 1976. The successful candidate will be responsible for the teaching of French to students in the college. The successful candidate will be expected to take up the appointment on 1 September, 1976. The college enrolls annually nearly 2,000 full-time students, of whom over 500 are following CNA degree courses. In addition there are over 7,000 part-time enrolments.

Physical Education

HERTFORDSHIRE
Presentation College. The successful candidate will be responsible for the teaching of Physical Education to students in the college. The successful candidate will be expected to take up the appointment on 1 September, 1976. The college enrolls annually nearly 2,000 full-time students, of whom over 500 are following CNA degree courses. In addition there are over 7,000 part-time enrolments.

Religious Education

LONDON, W.1
The successful candidate will be responsible for the teaching of Religious Education to students in the college. The successful candidate will be expected to take up the appointment on 1 September, 1976. The college enrolls annually nearly 2,000 full-time students, of whom over 500 are following CNA degree courses. In addition there are over 7,000 part-time enrolments.

Science

BERKSHIRE
The successful candidate will be responsible for the teaching of Science to students in the college. The successful candidate will be expected to take up the appointment on 1 September, 1976. The college enrolls annually nearly 2,000 full-time students, of whom over 500 are following CNA degree courses. In addition there are over 7,000 part-time enrolments.

Music

KENT
The successful candidate will be responsible for the teaching of Music to students in the college. The successful candidate will be expected to take up the appointment on 1 September, 1976. The college enrolls annually nearly 2,000 full-time students, of whom over 500 are following CNA degree courses. In addition there are over 7,000 part-time enrolments.

THE WYTHENSHAW COLLEGE OF FURTHER EDUCATION

Moore Road, Manchester M23 9BQ 061-902 0911

Applications are invited for the following appointments for 1st September, 1976:

LECTURER 1, Communications and General Studies

A Graduate in English, teacher trained in or with experience of Further Education preferred.

LECTURER 1, Electrical Installation

Appropriate qualifications and industrial experience essential. Teacher training or experience in Further Education preferred.

LECTURER 1, Mechanical Engineering

To teach Workshop Processes and Craft Theory. Appropriate qualifications and industrial experience essential. Teacher training or experience in Further Education preferred.

Salary Scale: £2,781-£4,689

Application forms, with further details, are available and should be returned to the Senior Administrative Officer at the above address as soon as possible.

LONDON BOROUGH OF HARINGEY TOTTENHAM COLLEGE OF TECHNOLOGY

High Road, London N15 4RU Telephone: 01-802 3111

Principal: F. C. Thurling, B.A. (Hons), A.C.S.I., F.R.S.A.

Department of Building

Required as soon as possible:

LECTURER GRADE I in BRICKWORK

Applicants should possess an Advanced Craft Certificate in BRICKWORK together with appropriate industrial experience. Teaching experience and qualifications are advantageous but not essential.

The person appointed will be required to teach Brickwork practice and theory in College to students attending the full-time "off-the-job" course, to the requirements of the Construction Industry Board's training scheme in addition on C. & G. 588, up to craft certificate level.

Salary: Lecturer, Grade I: Within the range of £2,469-£4,377 plus £402 London Weighting per annum plus £312 supplement. Starting salary according to qualifications and experience.

Seventy-five per cent of approved removal expenses may be paid to the successful candidate.

Application forms and further details from the Principal, returnable within 14 days of the advertisement.

waltham forest college

DEPARTMENT OF TECHNOLOGY

Lecturer I in Building Science and Technology

To teach Science and associated subjects to O.N.C. C.N.D. and craft courses. Applicants should be suitably qualified and keen to develop this area of study.

Lecturer I in Plumbing

To teach plumbing (Practical and Technology), to craft courses. The ability to teach services to O.N.C. courses would be an advantage.

Posts tenable from September 1, 1976. Salary: Waltham F.E. Lecturer I scale £2,781 to £4,689 plus £402 London Allowance.

CLOSING DATE July 16, 1976.

Application forms and further particulars obtainable from the Principal (Stalling), Waltham Forest College, Forest Road, Waltham Forest E17 4JB. Tel 01-527 2800. 2272; ext. 104. ANSWER SERVICE 17.00-19.00 hours.

INDEPENDENT NORWICH

NORWICH SCHOOL
The successful candidate will be responsible for the teaching of Mathematics to students in the college. The successful candidate will be expected to take up the appointment on 1 September, 1976. The college enrolls annually nearly 2,000 full-time students, of whom over 500 are following CNA degree courses. In addition there are over 7,000 part-time enrolments.

Physical Education

YORKSHIRE
The successful candidate will be responsible for the teaching of Physical Education to students in the college. The successful candidate will be expected to take up the appointment on 1 September, 1976. The college enrolls annually nearly 2,000 full-time students, of whom over 500 are following CNA degree courses. In addition there are over 7,000 part-time enrolments.

Science

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Other than by Subject Classification

STAFFORD
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Preparatory Schools

CHANNEL ISLANDS
The successful candidate will be responsible for the teaching of Mathematics to students in the college. The successful candidate will be expected to take up the appointment on 1 September, 1976. The college enrolls annually nearly 2,000 full-time students, of whom over 500 are following CNA degree courses. In addition there are over 7,000 part-time enrolments.

By Subject Classification

BUCKINGHAMSHIRE
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English

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Colleges of Further Education

HEADS OF DEPARTMENT

LONDON
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BRADFORD COLLEGE

SCHOOL OF EDUCATION

NURSERY NURSING LECTURER I

Applications are invited from qualified candidates with experience of work in nurseries or as a nursery school teacher to the post of Lecturer I in Nursery Nursing. The successful candidate will be responsible for the teaching of Nursery Nursing to students in the college. The successful candidate will be expected to take up the appointment on 1 September, 1976. The college enrolls annually nearly 2,000 full-time students, of whom over 500 are following CNA degree courses. In addition there are over 7,000 part-time enrolments.

Salary: Lecturer I scale £2,781-£4,689

Application forms and further details from the Principal, Bradford College, Great Horton Road, Bradford, West Yorkshire, to whom applications should be submitted by 14 days of the appearance of this advertisement.

Strathclyde Regional Council: DEPARTMENT OF EDUCATION

FURTHER EDUCATION

Applications are invited for the undernoted Lecturing posts. All candidates should have relevant industrial or commercial experience where appropriate. Teacher training would be an advantage but training will be given on an in-service basis if necessary.

Post: Lect. 'B' (Part-time) Teaching qualifications and appropriate experience.

Cardonald College of Further Education, 880 Mosspark Drive, Glasgow G82 3AY

Adult Literacy and/or Numeracy Lect. 'B' (Part-time) Teaching qualifications and appropriate experience.

Central College of Commerce, 300 Cathedral Street, Glasgow Lect. 'B' Degree, Diploma or professional qualification

Cumbernauld Technical College, Town Centre, Cumbernauld, Glasgow G67 1HU Lect. 'B' Degree, Diploma, Advanced Certificate or equivalent

Glasgow College of Food Technology, 230 Cathedral Street, Glasgow G1 2TG Lect. 'A' Honours Degree in Food Science/Technology or equivalent

Glasgow College of Food Technology, 230 Cathedral Street, Glasgow G1 2TG Lect. 'A' Honours Degree in Food Science/Technology or equivalent

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Glasgow College of Food Technology, 230 Cathedral Street, Glasgow G1 2TG Lect. 'A' Honours Degree in Food Science/Technology or equivalent

LECTURER Grade 1 to teach
SECRETARIAL SKILLS.
Duties to commence on
September 1, 1976
Salary scale: £2,786 to
£4,689.
Further details can be ob-
tained from the Principal.

Application forms, returnable within two weeks of the date of this advertisement, and further particulars from the Senior Administrative Officer, 52, Rinehart Way, London SE8 4LP, will be essential to quote the correct reference number.

Applications invited for above temporary One-year appointments from 1st September, to teach Primary to City and Guilds 700, Levels 1 and 2 levels.
Closing date 15th July 1976.
For terms and further details from Principal.

Salary within the range \$2,781 to \$4,689 per annum dependent on qualifications and experience. Details available from Registrar's Office. Please enclose stamped addressed envelope.

Source: Primary and Secondary Education Readership Survey, L. Harris, 1972

TRENT
POLYTECHNIC
NOTTINGHAM

College of Further Education
Plymouth PL1 50C

applicant will be expected to register for a higher degree in the CNA.

Initially, the assistantship will be tenable from October 1st, 1976, for one year, with the possibility of annual re-

Anyone wishing to receive further particulars of appointment when they are available in late October should inform the Secretary and Registrar, The University, Southampton, SO9 5NH.

TRENT
POLYTECHNIC

NOTTINGHAM

EMMANUEL COLLEGE CAMBRIDGE

ELECTION OF

Schoolteacher Fellow-Commoner

The Master and Fellows of Emmanuel College propose to elect a schoolteacher as a Fellow-Commoner in the Lent or Easter Term 1977. The purpose of this appointment will be to afford the schoolteacher an opportunity to pursue his or her own intellectual interests and to follow recent developments in his or her own subjects. There are no specific duties attached to the position, and the only conditions of eligibility are that the candidate must be a practising schoolteacher at the time of application, and must have been teaching for at least ten years. The Schoolteacher Fellow-Commoner will be expected to reside in College for the period of Full Term. Free board and free meals at High Table will be provided, together with a small grant of about £50.

Application forms, which are available from the College Secretary, Emmanuel College, Cambridge, should be returned by 30 July, 1976. The candidate should specify the term in which he or she would be free to come and give the names and addresses of two referees.

Nene College Northampton

Philosophy of Education (part-time Lecturer)

for approximately six hours, one day a week (£5.25 per hour) to teach on the B.Ed., B.A. and B.Sc. Combined Honours degree at the University of Leicester. Experience of lecturing at this level desirable.

Sociology

Lecturer I (Temporary full-time)

to teach mainly at 'A' level and to service Social Work courses at Avenue Campus. Salary, Burnham F.E. Scale, £2,781-£4,689. Both appointments for Academic year, September, 1976-1977. Further particulars from Mr. A. R. Lodwick, Dean of School of Education, Telephone Northampton 715000, ext. 65. Letters of application enclosing stamped addressed foolscap envelope to Senior Administrative Officer, Moulton Park, Northampton NN2 7AL.

HULL COLLEGE OF HIGHER EDUCATION

Applications are invited for the following posts, tenable from 1st September, 1976, or as soon as possible thereafter:

Senior Lecturer or Principal Lecturer in Accountancy

Lecturer II/Senior Lecturer in Marketing and Management Studies

Lecturer II in Electrical Engineering

Lecturer I or II in Marine Engineering

Further particulars and application forms may be obtained from Mrs. D. Liddell, Administrative Assistant (Personnel), Hull College of Higher Education, c/o Hull College of Technology, Queen's Gardens, Hull HU1 3DG (Tel. 0482 28381, ext. 228) to whom completed forms should be returned by not later than 8th July, 1976.

HERTFORDSHIRE COUNTY COUNCIL

HERTFORDSHIRE COLLEGE OF HIGHER EDUCATION

Applications are invited from suitably qualified graduates for the post of:

Principal

of this new College which will be formed in September 1976 following the reorganization of teacher education in Hertfordshire. The College is being formed by the amalgamation of the existing Herts Park and Wall Hall Colleges of Education and will ultimately be sited in the premises of the Wall Hall College which is housed on an extensive site near to the town of Watford.

This post offers plenty of scope to candidates with particular interests in the development of all aspects of teacher training and related higher education work and the ability to carry through successfully a major reorganization of teacher education. The salary group proposed initially for the new College. Further details of the post are available from the County Education Officer (Reference: HERTS/EDUC/100) to whom applications should be submitted by July 16, 1976.

UNIVERSITIES Appointments

THE OPEN UNIVERSITY FACULTY OF EDUCATIONAL STUDIES

1976-1977

Applications are invited for the post of Lecturer in Educational Studies. The post holder will be responsible for the delivery of the programme of Educational Studies in the Faculty of Educational Studies. The post holder will be expected to contribute to the development of the programme and to the supervision of students. The post holder will be expected to contribute to the development of the programme and to the supervision of students. The post holder will be expected to contribute to the development of the programme and to the supervision of students.

Further particulars and application forms may be obtained from the Personnel Officer, The Open University, Walton Hall, Milton Keynes MK7 0AD. Telephone 0527 53111. Applications should be returned by 30th July 1976.

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UNIVERSITY OF NIGERIA, NSUKKA

VACANCIES

FACULTY OF ARTS DEPARTMENT OF MUSIC

Advert. Ref. No.: UNIN/MS/137/M/MS/10

POSTS: (a) Professor

(b) Reader

(c) Senior Lecturer

(d) Lecturer/Assistant Lecturer

(e) Principal Tutor

(f) Senior Tutor

(g) Tutor I & II

Qualifications and duties: Candidates for (a), (b) and (c) must possess advanced (preferably doctorate) degrees with seven and five years' teaching experience in the Department of Music and Western Music. Studies and research should have covered both Eastern and Western Music. Candidates for (d) must possess a good first degree plus an M.A. or equivalent. Diploma in Education or an advanced degree. All candidates should have practical skills as performers (instrumental or vocal), experience as choir-master, orchestral conductor or as school teacher. Successful candidates for (a) and (b) will organize and supervise courses in both African and Western Music and will also initiate and supervise research and creative work and examination seminars.

Successful candidate for (c) will plan courses in either African Music or Western Music, teach and direct instrumental groups or choirs. Successful candidate for (d) will lecture and teach over a wide range of Western and/or African Music, give practical tuition (piano, voice, or orchestral instruments) and direct instrumental groups, choirs and, etc.

Candidates for (e) must possess professional qualifications in the playing and teaching of one or more of the undermentioned instruments, from a conservatoire or school of Music. Some previous teaching experience is desirable, especially to adults. Successful candidates will cover the teaching of Violin, Viola, Cello, double bass, flute, oboe, clarinet, bassoon, trumpet, trombone, French horn, tuba and the standard of teaching will be from elementary to moderately advanced. There will also be opportunities for supervising and assisting in the teaching of Music. The position will be offered with the usual academic and financial conditions and expenses.

SALARY SCALES:

(a) Professor	OL 16	N11,328-N12,420 p.a.
(b) Reader	OL 14	N 8,588-N 9,680 p.a.
(c) Senior Lecturer	OL 13	N 7,644-N 8,736 p.a.
(d) Lecturer	OL 11	N 5,444-N 6,536 p.a.
(e) Principal Tutor	OL 11	N 5,444-N 6,536 p.a.
(f) Senior Tutor	OL 10	N 4,400-N 5,492 p.a.
(g) Tutor I	OL 9	N 3,456-N 4,548 p.a.
(g) Assistant Lecturer	OL 9	N 3,456-N 4,548 p.a.

CONDITIONS OF SERVICE:

Pay paid for appointment, visit and up to five children under eleven years of age or dependent, leave after 21 months' service. Pension: 10% superannuation, 10% gratuity, 10% terminal gratuity. Medical: 10% superannuation, 10% gratuity, 10% terminal gratuity.

METHOD OF APPLICATION:

Five copies of curriculum vitae showing details of educational background, including institutions with dates, dates of attendance, and names and addresses of referees, should be sent to the University of Nigeria, NSUKKA, to whom applications should be submitted by July 16, 1976.

THE UNIVERSITY OF SHEFFIELD YORKSHIRE TELEVISION

POSTGRADUATE STUDENTSHIP IN TELEVISION SCRIPT WRITING

Applications are invited from suitably qualified men and women Honours graduates for a Studentship sponsored by Yorkshire Television to the value of a national postgraduate award in the Department of English Literature for one year from a date to be arranged. Under the joint supervision of the Department and the University Television Service, the student will be expected to read for a Master's degree, to work full-time and to submit a number of television scripts completed while in residence; to reside in or near Sheffield and to make necessary visits to the relationship between television production and the Registrar and Secretary, The University, Sheffield, S10 2TN, to be returned by 1 August, 1976. Quote Ref. R.442/F.



Yorkshire Television

A member of the Trident Television Group

Royal County of BERKSHIRE

HEAD OF COMMUNITY EDUCATION

£4,008-£4,524

Applications should be submitted by suitably qualified teachers or Youth and Community Workers. The post holder will be responsible for the development and delivery of the Community Education Service. The post holder will be expected to contribute to the development of the programme and to the supervision of students. The post holder will be expected to contribute to the development of the programme and to the supervision of students.

SENIOR DETACHED YOUTH & COMMUNITY WORKER

£3,426-£3,888

Applications are invited from suitably qualified teachers and Youth and Community Workers for the detached work of the Community Education Service. The post holder will be responsible for the development and delivery of the Community Education Service. The post holder will be expected to contribute to the development of the programme and to the supervision of students. The post holder will be expected to contribute to the development of the programme and to the supervision of students.

Police College, Bramshill, Basingstoke

Tutor

to teach a subject in the social science field and take part as tutor and syndicate director in general instructional work which is increasingly interdisciplinary.

Candidates must have a degree with 1st or 2nd class honours (or equivalent) in a relevant subject (e.g., sociology, psychology, economics, government, or international affairs). They should have, at least, an interest in criminology and, preferably, adult post-graduate experience, e.g., in teaching adults.

Starting salary may be above the minimum of the range £4,045-£4,125. Promotion prospects. Non-contributory pension scheme.

For further details and an application form to be returned by 23 July, 1976, write to Civil Service Commission, Alencon Link, Basingstoke, Hants, RG21 1JB, or telephone Basingstoke (0256) 66651 (anytime). Service operates outside office hours or London 01-838 1992 (24-hour answering service). Please quote Ref. G/822.

Home Office

Colleges of Higher Education

BERKSHIRE

Applications are invited for the post of Lecturer in Educational Studies. The post holder will be responsible for the delivery of the programme of Educational Studies in the Faculty of Educational Studies. The post holder will be expected to contribute to the development of the programme and to the supervision of students. The post holder will be expected to contribute to the development of the programme and to the supervision of students.

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NORTHAMPTONSHIRE

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LIVERPOOL

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ENGLISH TEACHERS

You could earn over
£13,400 TAX-FREE
in the next two years

During the Autumn of this year we shall require a small number of male teachers to support our training programme in Saudi Arabia. They will be required to teach English to students and cadets of the Royal Saudi Air Force.

Suitable applicants would be UK citizens whose mother tongue is English. They must be qualified teachers with three years' experience of full-time teaching English as a foreign language. Preference will be given to graduates with a degree in English and a post-graduate TEFL diploma or certificate, although less qualified applicants may also be considered.

Successful candidates will receive free bachelor accommodation and messing, medical care and other benefits and, although this is initially an unaccompanied tour, family accommodation may become available later. Generous travel-paid home leave is also offered.

Please apply in writing with brief details of qualifications and experience, quoting Ref. No. 493/TES, to:

The Personnel Officer (S.A.),
Saudi Arabian Post Dept.,
British Aircraft Corporation,
Warton Aerodrome,
Preston, PR4 1AX, Lancs.

BRITISH AIRCRAFT CORPORATION OVERSEAS

STAFFORDSHIRE EDUCATION COMMITTEE

Applications are invited for the post of Lecturer in Educational Studies. The post holder will be responsible for the delivery of the programme of Educational Studies in the Faculty of Educational Studies. The post holder will be expected to contribute to the development of the programme and to the supervision of students. The post holder will be expected to contribute to the development of the programme and to the supervision of students.

WORKERS' EDUCATIONAL ASSOCIATION

Applications are invited for the post of Lecturer in Educational Studies. The post holder will be responsible for the delivery of the programme of Educational Studies in the Faculty of Educational Studies. The post holder will be expected to contribute to the development of the programme and to the supervision of students. The post holder will be expected to contribute to the development of the programme and to the supervision of students.

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Colleges of Education

ROTHAMPTON

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TEACHERS' CENTRES

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GLAMORGAN

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ESSEX COUNTY COUNCIL EDUCATION DEPARTMENT

Adult Education Officer

£5,406-£6,057

Application forms and further particulars from the County Education Officer (G), P.O. Box 47, Threadneedle House, Market Road, Chelmsford CM1 1LD, to be returned by 16th July, 1976.

Community Homes and Associated Institutions

Applications are invited for the post of Lecturer in Educational Studies. The post holder will be responsible for the delivery of the programme of Educational Studies in the Faculty of Educational Studies. The post holder will be expected to contribute to the development of the programme and to the supervision of students. The post holder will be expected to contribute to the development of the programme and to the supervision of students.

DURHAM COUNTY COUNCIL

Applications are invited for the post of Lecturer in Educational Studies. The post holder will be responsible for the delivery of the programme of Educational Studies in the Faculty of Educational Studies. The post holder will be expected to contribute to the development of the programme and to the supervision of students. The post holder will be expected to contribute to the development of the programme and to the supervision of students.

Durham County Council Social Services Department

Teacher required on 1st September, 1976, at

Brandon Observation/ Assessment Centre

Brandon Lane, Brandon, The Centre accommodates 30 children aged 3-17 years plus 10 children who attend daily

Salary in accordance with Burnham Scale 1 plus an allowance for loss of holidays and Special Schools Allowance. Eight weeks' paid holiday per year. Applicants should be interested in music, art, crafts and remedial work.

Application forms, which must be returned by 8th July, 1976, and further particulars from the Director of Social Services, County Hall, Durham DH1 6UG.

HUMBERSIDE EDUCATION COMMITTEE

Grimsby Division Youth Service

DUKE OF EDINBURGH AWARD SCHEME

COMMUNITY SERVICE ORGANISER

Applications are invited from qualified youth workers and teachers for the above post in the Grimsby Division. Expedition work, Award Scheme and outdoor pursuits experience would be advantageous.

Salary and conditions of service will be in accordance with the J.N.C. Report and Scales for Youth Leaders and Community Centre Workers, Range 3 (points 3 to 7), £3,771-£4,246 plus an additional £312 per annum. A car allowance is available for approved journeys and removal expenses and a disturbance allowance will be paid in approved cases.

Further details and form of application may be obtained from the Divisional Education Officer, Divisional Education Office, Eleanor Street, Grimsby DN32 8DU, to whom they should be returned within 14 days of the appearance of this advertisement.

YOUTH AND Community Service

YOUTH AND COMMUNITY WORKER

JNC Scale 3 (£4,083 to £4,560) Leatherhead

Responsibilities include overall supervision and development of the Grimsby Youth Centre, currently under development, situated between a pre-war council housing estate and new council housing. Co-operation has been established with the nearby comprehensive school and opportunities exist for the development of a specialist role in the youth and community team serving central area (population 150,000). £141 London Allowance also payable.

Applicants must be qualified Youth and Community Workers or teachers. An interest in group work skills and leadership training an advantage. Further details and application form from Mr. A. H. S. Roper, A.D.P., M.B.E., F.R.S.A., General Area Education Officer (Youth & Community Services), Bridge House, Bridge Street, Leatherhead, Surrey, Tel. Leatherhead 77801.

SURREY COUNTY COUNCIL

Academic Registrar

£5,262-£5,565

The Academic Registrar will be responsible to the Chief Administrative Officer of the College for the academic administration and student services and will act as his Deputy.

Duties will be mainly concerned with student admissions, records and assessment; servicing of the Academic Board and its Committees; course approvals; teaching staff appointments; course publicity; student welfare services.

Applicants (men or women) should be graduates and/or hold an appropriate professional qualification and possess relevant administrative experience.

Application forms and further particulars can be obtained from the Chief Administrative Officer, Harrow College of Technology and Art, Northwick Park, Harrow, HA1 3TP. Telephone No. 864 4411, ext. 31.



NATIONAL UNION OF TEACHERS

Appointment of

REGIONAL OFFICIAL

For Regional Area 5

Herefordshire/Worcestershire, Shropshire

Applications are invited from members of the Union for an appointment as a Regional Official. The successful candidate must devote his/her time exclusively to the duties of the office and not accept parliamentary or other public obligations without the consent of the Executive.

The person appointed will be required to take up the post on 1st January, 1977, or if possible at an earlier date if agreement can be reached between the successful applicant and his/her employing Authority.

Conditions of service may be had on application to the General Secretary.

Salary: £6,348 by annual increments of £156 to £6,972. The person appointed will be eligible for the benefits of the Staff Superannuation Scheme, subject to satisfactory evidence of health.

Typewritten applications, with names of two referees (who should not be present members of the Union's Executive) should be sent to the General Secretary, National Union of Teachers, Hamilton House, Marlborough Place, London WC1R 3BH, to arrive not later than second post, Friday, July 30, 1976.

CATHOLIC SOCIAL SERVICES

LIVERPOOL

ADMINISTRATOR ASSISTANT

(RESIDENTIAL SERVICES)
SALARY, £5,406 to £6,057

Applications are invited for the above post. The Agency is responsible for—

1. Six assisted Community Homes with education on the premises.
2. Eight other Assisted Community Homes.
3. Long term and short term care for the Mentally Handicapped.
4. An Advisory Service for Residential Services for the elderly and handicapped.

The Assistant Administrator (Residential Services) will be responsible to a central management board for the Residential Services of the agency, and he/she will have specific responsibility for servicing the committees of the six community homes with education on the premises, and for the quality of care and education in these homes.

He/she will be responsible for giving professional support to the advisory staff which consists of four Residential Care Advisers, two Finance Officers and one Building Inspector, with supporting administrative staff.

The post calls for someone with the Senior Certificate in Residential Care of Children and Young Persons, but those with other relevant social work or teaching qualifications who have had senior management experience may apply. The person appointed will be expected to play a major part in future developments and therefore should be able to combine intellectual vigour with sensibility and imagination.

The Agency provides opportunities for consultation and advice in management decisions. NUC terms and conditions of service, superannuation, car allowance, application form and job description from the Administrator, 160 Brownlow Hill, Liverpool L3 5RF. Closing date, July 16, 1976.

ADMINISTRATION

General continued

LONDON

HARROW COLLEGE OF TECHNOLOGY AND ART
The Academic Registrar will be responsible to the Chief Administrative Officer of the College for the academic administration and student services and will act as his Deputy.

Duties will be mainly concerned with student admissions, records and assessment; servicing of the Academic Board and its Committees; course approvals; teaching staff appointments; course publicity; student welfare services.

Applicants (men or women) should be graduates and/or hold an appropriate professional qualification and possess relevant administrative experience.

Application forms and further particulars can be obtained from the Chief Administrative Officer, Harrow College of Technology and Art, Northwick Park, Harrow, HA1 3TP. Telephone No. 864 4411, ext. 31.

REGIONAL COUNCIL FOR FURTHER EDUCATION FOR THE SOUTH-WEST

Secretary

Milton Keynes

The activities of the department cover a range of educational, cultural and social services for students. These services are provided by the Regional Council for Further Education, which is a body of local authorities and voluntary organisations.

The person appointed will be required to take up the post on 1st January, 1977, or if possible at an earlier date if agreement can be reached between the successful applicant and his/her employing Authority.

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THE OPEN UNIVERSITY

Regional Official

Herefordshire/Worcestershire, Shropshire

Applications are invited from members of the Union for an appointment as a Regional Official. The successful candidate must devote his/her time exclusively to the duties of the office and not accept parliamentary or other public obligations without the consent of the Executive.

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Child Care

Hammersmith

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The post calls for someone with the Senior Certificate in Residential Care of Children and Young Persons, but those with other relevant social work or teaching qualifications who have had senior management experience may apply. The person appointed will be expected to play a major part in future developments and therefore should be able to combine intellectual vigour with sensibility and imagination.

The Agency provides opportunities for consultation and advice in management decisions. NUC terms and conditions of service, superannuation, car allowance, application form and job description from the Administrator, 160 Brownlow Hill, Liverpool L3 5RF. Closing date, July 16, 1976.

NURSERY SUPERVISOR

We are looking for a Nursery Supervisor to run and develop a nursery for the children of the staff at the Harrow College of Technology and Art. The successful candidate will be responsible for the day-to-day running of the nursery, ensuring that it is a safe and stimulating environment for the children. He/she will also be responsible for the recruitment and training of nursery staff, and for the development of the nursery's curriculum.

Applicants should have a degree in education or a similar qualification, and should have experience of running a nursery. They should also have good communication skills and be able to work well with children and staff.

Salary: £7,113 with the supplement of £312 per annum. Removal expenses, relocation allowances and lodging allowance in approved cases. Travelling allowance in accordance with the County Council's current scale.

Further details obtainable by sending a.s.a. to C.W. Phillips, Director of Education, County Offices, Matlock, to whom completed forms should be returned by 9th July, 1976.

DERBYSHIRE Education

Further details obtainable by sending a.s.a. to C.W. Phillips, Director of Education, County Offices, Matlock, to whom completed forms should be returned by 9th July, 1976.

EDUCATIONAL PSYCHOLOGISTS

NOTTINGHAMSHIRE

County Council Education Department

Social Worker

The activities of the department cover a range of educational, cultural and social services for students. These services are provided by the Regional Council for Further Education, which is a body of local authorities and voluntary organisations.

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The post calls for someone with the Senior Certificate in Residential Care of Children and Young Persons, but those with other relevant social work or teaching qualifications who have had senior management experience may apply. The person appointed will be expected to play a major part in future developments and therefore should be able to combine intellectual vigour with sensibility and imagination.

Senior Educational Psychologist

Applications are invited for appointment as Senior Educational Psychologist to lead the Area Team based in Ripley.

Applicants should possess a degree in psychology, teaching experience, post-graduate training in educational psychology, and experience as an educational psychologist.

Salary within the Southbury Scales (£6,408-£7,113) with the supplement of £312 per annum. Removal expenses, relocation allowances and lodging allowance in approved cases. Travelling allowance in accordance with the County Council's current scale.

Further details obtainable by sending a.s.a. to C.W. Phillips, Director of Education, County Offices, Matlock, to whom completed forms should be returned by 9th July, 1976.

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NATIONAL CHILDREN'S BUREAU

TWO SENIOR POSTS

The Bureau is an interdisciplinary organization with a staff of about 70, concerned with the needs of children in the home, school and society.

Assistant Director (Research) To be responsible for a varying range of projects concerned with children's services, and with the needs of normal and handicapped children and young people as well as their families.

Principal Statistician A position of considerable scope, involving responsibility for the statistical and data processing work of the Bureau's projects, ranging over a wide field from child development to large-scale data-intensive statistical fields, notably survey research, and in social and professional research.

Rewards Salaries within the range £6,534 to £7,611 and £6,118 to £7,277 respectively. Good pension, leave and other conditions of service.

Further particulars obtainable together with application form for each job from:—

National Children's Bureau (Administration)
3 Watkyn Street, London EC4V 7JH
Telephone: 01-776 9441, extension 32
Closing date for return of forms is 19th July.

Gwent County Council

CAREERS SERVICE

(i) CAREERS OFFICER

Abertillery Careers Office

(ii) TEMPORARY CAREERS OFFICER

Pontypool Careers Office

Salaries: AP III/IV, £2,922 to £3,702

The Officer appointed to Abertillery will be required to undertake vocational guidance duties at schools throughout the North Gwent Area, and if necessary, at schools in other areas of the County. The officer appointed to Pontypool will be required to undertake vocational guidance duties at schools in the North Gwent Area, and if necessary, at schools in other areas of the County.

Preference will be given to candidates with previous experience in the Careers Service or to those who have completed the Diploma in Vocational Guidance. A car allowance will be paid for essential travelling.

Applications to be submitted by 14th July, 1976. Application forms and further information (where applicable) for the above vacant posts can be obtained from the Personnel Section, Gwent County Council, County Hall, Cwmbran, Gwent NP23 2XN, to be returned by the date shown to the same address.

EXAMINERS

continued

NORTHERN COUNTIES TECHNICAL EXAMINATIONS COUNCIL

Applications are invited from suitably qualified persons for the following appointments:—
1. ASSISTANT EXAMINER (BASIC ENGINEERING)
2. ASSISTANT EXAMINER (ELECTRICITY)
3. ASSISTANT EXAMINER (ELECTRONICS)
4. ASSISTANT EXAMINER (MECHANICAL ENGINEERING)
5. ASSISTANT EXAMINER (METALLURGY)
6. ASSISTANT EXAMINER (WELDING)
7. ASSISTANT EXAMINER (WOODWORKING)
8. ASSISTANT EXAMINER (TEXTILES)
9. ASSISTANT EXAMINER (FABRICATION)
10. ASSISTANT EXAMINER (CONSTRUCTION)

Applicants should have a degree in engineering or a similar qualification, and should have experience of examining candidates for technical qualifications.

Salary: £7,113 with the supplement of £312 per annum. Removal expenses, relocation allowances and lodging allowance in approved cases. Travelling allowance in accordance with the County Council's current scale.

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EXAMINERS

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NORTHERN COUNTIES TECHNICAL EXAMINATIONS COUNCIL

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7. ASSISTANT EXAMINER (WOODWORKING)
8. ASSISTANT EXAMINER (TEXTILES)
9. ASSISTANT EXAMINER (FABRICATION)
10. ASSISTANT EXAMINER (CONSTRUCTION)

Applicants should have a degree in engineering or a similar qualification, and should have experience of examining candidates for technical qualifications.

Salary: £7,113 with the supplement of £312 per annum. Removal expenses, relocation allowances and lodging allowance in approved cases. Travelling allowance in accordance with the County Council's current scale.

Further details obtainable by sending a.s.a. to C.W. Phillips, Director of Education, County Offices, Matlock, to whom completed forms should be returned by 9th July, 1976.

DERBYSHIRE Education

Further details obtainable by sending a.s.a. to C.W. Phillips, Director of Education, County Offices, Matlock, to whom completed forms should be returned by 9th July, 1976.

EDUCATIONAL PSYCHOLOGISTS

NOTTINGHAMSHIRE

County Council Education Department

Social Worker

The activities of the department cover a range of educational, cultural and social services for students. These services are provided by the Regional Council for Further Education, which is a body of local authorities and voluntary organisations.

The person appointed will be required to take up the post on 1st January, 1977, or if possible at an earlier date if agreement can be reached between the successful applicant and his/her employing Authority.

Conditions of service may be had on application to the General Secretary.

Salary: £6,348 by annual increments of £156 to £6,972. The person appointed will be eligible for the benefits of the Staff Superannuation Scheme, subject to satisfactory evidence of health.

Typewritten applications, with names of two referees (who should not be present members of the Union's Executive) should be sent to the General Secretary, National Union of Teachers, Hamilton House, Marlborough Place, London WC1R 3BH, to arrive not later than second post, Friday, July 30, 1976.

THE OPEN UNIVERSITY

Regional Official

Herefordshire/Worcestershire, Shropshire

Applications are invited from members of the Union for an appointment as a Regional Official. The successful candidate must devote his/her time exclusively to the duties of the office and not accept parliamentary or other public obligations without the consent of the Executive.

The person appointed will be required to take up the post on 1st January, 1977, or if possible at an earlier date if agreement can be reached between the successful applicant and his/her employing Authority.

Conditions of service may be had on application to the General Secretary.

Salary: £6,348 by annual increments of £156 to £6,972. The person appointed will be eligible for the benefits of the Staff Superannuation Scheme, subject to satisfactory evidence of health.

Typewritten applications, with names of two referees (who should not be present members of the Union's Executive) should be sent to the General Secretary, National Union of Teachers, Hamilton House, Marlborough Place, London WC1R 3BH, to arrive not later than second post, Friday, July 30, 1976.

Child Care

Hammersmith

The Assistant Administrator (Residential Services) will be responsible to a central management board for the Residential Services of the agency, and he/she will have specific responsibility for servicing the committees of the six community homes with education on the premises, and for the quality of care and education in these homes.

He/she will be responsible for giving professional support to the advisory staff which consists of four Residential Care Advisers, two Finance Officers and one Building Inspector, with supporting administrative staff.

The post calls for someone with the Senior Certificate in Residential Care of Children and Young Persons, but those with other relevant social work or teaching qualifications who have had senior management experience may apply. The person appointed will be expected to play a major part in future developments and therefore should be able to combine intellectual vigour with sensibility and imagination.

EXAMINERS

continued

NORTHERN COUNTIES TECHNICAL EXAMINATIONS COUNCIL

Applications are invited from suitably qualified persons for the following appointments:—
1. ASSISTANT EXAMINER (BASIC ENGINEERING)
2. ASSISTANT EXAMINER (ELECTRICITY)
3. ASSISTANT EXAMINER (ELECTRONICS)
4. ASSISTANT EXAMINER (MECHANICAL ENGINEERING)
5. ASSISTANT EXAMINER (METALLURGY)
6. ASSISTANT EXAMINER (WELDING)
7. ASSISTANT EXAMINER (WOODWORKING)
8. ASSISTANT EXAMINER (TEXTILES)
9. ASSISTANT EXAMINER (FABRICATION)
10. ASSISTANT EXAMINER (CONSTRUCTION)

Applicants should have a degree in engineering or a similar qualification, and should have experience of examining candidates for technical qualifications.

Salary: £7,113 with the supplement of £312 per annum. Removal expenses, relocation allowances and lodging allowance in approved cases. Travelling allowance in accordance with the County Council's current scale.

Further details obtainable by sending a.s.a. to C.W. Phillips, Director of Education, County Offices, Matlock, to whom completed forms should be returned by 9th July, 1976.

DERBYSHIRE Education

Further details obtainable by sending a.s.a. to C.W. Phillips, Director of Education, County Offices, Matlock, to whom completed forms should be returned by 9th July, 1976.

EDUCATIONAL PSYCHOLOGISTS

NOTTINGHAMSHIRE

SPORTS CENTRE MANAGER/ESS HAYES

Salary AP5, £4,006-£4,356 Incl. L.W.
Plus £312 supplement

Responsible for the effective operation of the Centre, including promoting and developing the activities of this new Sports Complex, maintaining good relations with Sports and other Societies. The postholder will also actively participate in the planning of Leisure Services development within the Borough.

Candidates should have experience of recreation/leisure management. A recreation or youth qualification is desirable. The successful candidate may be required to work at any Sports or Leisure Centre.

FRINGE BENEFITS may include 75 per cent removal expenses, up to £400 legal fees incurred in house purchase, or a lodging allowance in approved cases.

A 36 hour week is worked over a 5 day fortnight or 41 or 4 day week with flexible starting and finishing times.

HILLINGDON is situated to the west of Greater London, borders on Bucks and Herts, yet offers easy access to Central London. One third of its 42 square miles is Green Belt.

Application forms from the Personnel Officer, Ref. LS/28/12X8, Belmont House, Uxbridge, Middlesex UB8 3TR. Tel. Uxbridge 52851 ext. 25. Closing date July 18.

LONDON BOROUGH OF HILLINGDON

How much can you tell your students about Polymer Technology?

As it covers such an immense field you could be forgiven for not knowing the finer details. But your science biased pupils might not be so understanding if they find out later what they've missed.

In fact, it's an area of industry where there's an alarming shortage of qualified people. One that could be broadly described as covering the science and technology of rubbers and plastics. And one that virtually guarantees an absorbing, highly paid future to those with evidence of further studies in the subject.

As such, it's eminently worthy of a range of further education courses. Which of course exist. There's a whole school specializing in the subject: the National College of Rubber Technology. The College is part of the Polytechnic of North London, and offers a range of studies up to degree and post-graduate level, on a full-time or part-time basis.

The College enjoys the finest equipment and research facilities in the field.

For the sake of your potential Scientists and Technologists, it's worth getting the literature available. Just ask Tom Healy - at the National College of Rubber Technology, Holloway Road, London N7 8DP. Tel: 01-507 4231. He'll be happy to send it.

National College of Rubber Technology

The Polytechnic of North London

IF YOU CAN TEACH, YOU CAN SELL.

We're looking for new people to work as sales support staff in the West Country (particularly in the Bristol area) and West Midlands.

You will be primarily concerned with customer training and education in the use of our complex business equipment - particularly duplicators and copiers. This not only covers operator training but also training in applications of the equipment to business systems problems.

This could well be an ideal appointment for someone with a background in the educational field who is looking for an opportunity to move into, or perhaps return to, commerce. Career opportunities in sales or marketing are both real and varied.

Salary is around £3,700. You have the use of a car, 4 weeks' holiday (increasing to 5), and first rate pension and insurance provisions.

If you think this might be the job for you, write and tell us why.

Ed Mills, Area Personnel Manager,
Rank Xerox (UK) Ltd,
Herford House, 36 Herford St, Coventry CV1 1LD.

YOU AND RANK XEROX
We'll do even better together.
RANK XEROX

MISCELLANEOUS
Appointments continued

HAMPSHIRE
NEW LONDON AREA
COUNTY DISTRICT
Required for September 1976. For details of the various posts and the duties involved, see the advertisement in the Times Educational Supplement of 27.7.76. The successful candidate will be required to work at any Sports or Leisure Centre.

VERBASTE, enthusiastic Master, excellent 2nd 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th, 13th, 14th, 15th, 16th, 17th, 18th, 19th, 20th, 21st, 22nd, 23rd, 24th, 25th, 26th, 27th, 28th, 29th, 30th, 31st, 32nd, 33rd, 34th, 35th, 36th, 37th, 38th, 39th, 40th, 41st, 42nd, 43rd, 44th, 45th, 46th, 47th, 48th, 49th, 50th, 51st, 52nd, 53rd, 54th, 55th, 56th, 57th, 58th, 59th, 60th, 61st, 62nd, 63rd, 64th, 65th, 66th, 67th, 68th, 69th, 70th, 71st, 72nd, 73rd, 74th, 75th, 76th, 77th, 78th, 79th, 80th, 81st, 82nd, 83rd, 84th, 85th, 86th, 87th, 88th, 89th, 90th, 91st, 92nd, 93rd, 94th, 95th, 96th, 97th, 98th, 99th, 100th, 101st, 102nd, 103rd, 104th, 105th, 106th, 107th, 108th, 109th, 110th, 111th, 112th, 113th, 114th, 115th, 116th, 117th, 118th, 119th, 120th, 121st, 122nd, 123rd, 124th, 125th, 126th, 127th, 128th, 129th, 130th, 131st, 132nd, 133rd, 134th, 135th, 136th, 137th, 138th, 139th, 140th, 141st, 142nd, 143rd, 144th, 145th, 146th, 147th, 148th, 149th, 150th, 151st, 152nd, 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